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ABSTRACT

Intended as a practical tool for anyone who wishes to improve the education and training of children's librarians, this collection of reports is designed to provide ideas on how to analyze an education for children's librarians and tools for elaborating an education resting on local knowledge. The reports present the main features in the training and education of children's librarians in nine countries representing various stages of library development and different economic systems. In addition, each report is prefaced by a brief description of the economic, educational, and geographic conditions of the country being discussed. These reports provide descriptions of children's librarianship in the following countries: (1) Australia (Barbara Poston-Anderson); (2) Colombia (Margarita Munoz); (3) Cuba (Olinta Ariosa Morales); (4) German Democratic Republic (Irmgard Dressler); (5) Nigeria (Virginia W. Dike); (6) Norway (Inger Cathrine Spangen); (7) Spain (Nuria Ventura); (8) the United States (Selma Richardson); and (9) Zimbabwe (Roger Stringer). Also included is "Education and Training--Why and How? A Model Prepared for the Section of Children's Libraries," by Eva Glistrup (Denmark), Lena Skoglund (Sweden), and Inger Cathrine Spagen (Norway). An outline of a curriculum for the training of children's librarians that was distributed to the contributors of these articles is appended. (KM)

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FOREWORD

Promotion of education and training for children's librarianship has almost permanently been on the agenda of the Section of Children's Libraries.

In 1968 the Section organized a seminar where papers from 18 countries were discussed. The proceedings were published in Library Service to Children, Vol. 3. Training, Copenhagen, 1970.

In Strpske Pleso, 1978, the Section returned to the subject and a draft "Recommendations for the education and training of children's librarians", was presented by Colin Ray.

In Leipzig 1981 the topic was again on the Section's agenda and a decision was taken to appoint a working group with the task to present a draft questionnaire, which was to be sent to a number of countries, in order to unveil the latest and most interesting trends in the curriculum for education for children's librarianship.

The questionnaire was sent to a number of the Section's members in January 1983, but enough answers were not received to produce a paper with some authority. A progress report was presented and discussed in Munich 1983 and quite a few important comments were received from the audience. At the second Standing Committee in Munich the Committee decided to give the project a new, and to some extent different direction.

The working group has now asked librarians from countries, sought from all continents of the world, to present the main features in the training and education of children's librarians in their countries. These countries represent various stages of library development and different economical systems. As an introduction to the articles the authors have been asked to give a short presentation of their countries with respect to the economical, educational and geographical conditions.

The articles have served as basis for the recommendations and ideas expressed by the working group in this publication. But this is not a book of standards and firm guidelines. Its aim is to give ideas how to analyse an education for children's librarians and to give tools for elaborating an education resting on local knowledge.

The Section of Children's Librarians of IFLA hopes this work will serve as a practical tool for anyone who wishes to improve the education and training of children's librarians.

Eva Glistrup Lena Skoglund Inger Cathrine Spangen Leena Teinilä

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INTRODUCTION

Lena Skoglund

Library service to children and education and training of children's librarians

Library service to children is not the first field within librarianship that is established within a nation. When a nation starts developing libraries there is first a National Library, later come special libraries and libraries for higher education. Studying library history you will find a similar pattern in most countries; establishing children's libraries is not a starting-point, but an end of a library development.

It seems as if an "infrastructure of literacy" must have been established in a country before there are conditions for children's libraries. This "infrastructure" consists of a rich national book production, spare time for cultural and educational activities outside school hours and a need for "reading for pleasure". After the primordial needs are satisfied and a comprehensive school system has worked for a while, the "soil is prepared" for children's libraries.

The same pattern is to be found when you look upon education for librarianship. Training and education for children's librarians come late as a field within the curriculum for library education. As it is young and new it is tender and susceptible. Furthermore its nature is interdisciplinary which makes it complicated to fit into the regular courses for library education.

What is common in library education for children's librarians?

Even if there are some general traits in library developments in all countries, most phenomena within the public library and children's library field are of national and local nature. Therefore it is difficult to claim that a special length and a certain content of the education can be recommended for all countries. The great difference in "infrastructure of literacy" in for example Zimbabwe and USA makes it impossible to find precise guidelines and recommendations.

When you plan the content of the education you have to consider a lot of aspects only known locally: the oral tradition, the special traits and standard of the book production, the predominant problems and developing trends within the school system etc.

The length of library education varies in the examples chosen for this publication from 1 to 4 years; if we would like to discuss this item in

general terms we would have to account for even greater differences. Therefore we have chosen not to recommend an ideal length of the library education for children's librarians but a *reasonable proportion* out of any library education if our aim is to create a library education where children's wants and needs are considered.

How do we interpret the diffuse term "children's wants and needs" when we come to planning of library education for children's librarians?

One way to investigate the problems is to use quantitative measure when analysing library education. How large is the proportion of children in the total population in my country and how is this reflected in the library education?

What or how large a proportion of the total public library clientele is children and how is this fact reflected in the library education?

Is the education for librarians developed from an analysis of the needs of various groups in the society or is the bookproduction and its cataloguing and systematizing the basis from which the education is planned?

Discussion and analysis of this kind are essential as a starting point in any planning or renewing of curriculum for children's librarians.

Even if we don't find it relevant to give general guidelines for the content and length of the education of children's librarians we find the following points very important:

1. The training and education of children's librarians must be a fully integrated part of library education.
2. Some courses relevant for children's library work must be compulsory for those who follow a public library programme.
3. Library service to children must be offered as an area of specialization within the basic education.

Who shall plan the education for children's librarians?

In most cases the development and implementation of education for children's librarians take place within a college of library science, department of a university or college, or in a library school. Within those institutions you will find people knowledgeable in library science and curriculum development for librarianship.

As the training and education of children's librarians has many elements of an interdisciplinary nature it is essential to use other sources of knowledge when planning education for children's librarians. In most countries there are library organizations sometimes unions for children's librarians, organizations for children's literature and associations for authors writing for children whose knowledge about the field and commitment to it is important to use when planning the education.

Those organizations can be used as bodies to which a proposed change in the curriculum is referred to for consideration.

In the planning of further education within the field those organizations can play an important role as motors and co-ordinators of various activities. As library schools and colleges often define their tasks as education for librarians only, those organizations can take a special responsibility for education and training of paraprofessionals. It is also very important for the development of the field to organize seminars, conferences and workshops, where people interested in the field as teachers, authors and illustrators of children's books, publishers etc can meet and exchange ideas.

What is the present status of education and training of children's librarians?

If you have a historical view on library development it seems that as if both library services to children and education and training of children's librarians are increasing in quality slowly and continuously. When a nation starts to develop an educational system and a book production there is soon a need for children's libraries.

Many developing countries are today in the beginning of this process. Library services to children are regarded as an important weapon in the fight against illiteracy. Support of children's libraries and a national book production of children's books are important ingredients in creating an "infrastructure for literacy". Even if the developing countries are fighting a lot of economical problems today so that no money is allocated to this field, there is a strong belief in the importance of children's libraries.

The alarming tendencies today are coming from the industrialized countries, most developed technologically and economically. The so-called explosion of information and impact of new technology on library work have focused the library authorities interests to online use of databased information giving quick and accurate facts about technical and scientific items. In those countries today an abundance of differernt media as tv-programmes, video, music-records are competing with the book to get the children's attention. And the children have a limited time to spend on media after school, sport and other leisure activities.

These trends in the society and in the library development have had a negative effect upon the position of the children's libraries.

Within the science of mass-communication there is today a discussion about the impact on children of new media. One is no longer discussing the quality of the content of the media but the quantity. The abundance of media, attractive and easy to use by children, have changed

the way children spend their spare-time, play with others, communicate with friends, read for pleasure. Some media-professors claim that there are signs that indicate that the "information society" is shortening the time of life we call childhood, if "childhood" is considered as the time of life when we are free to play without interference. Now the media are interfering with the creative activities that are essential for developing an independent, creative individual rich with initiatives.

So a librarian working with developing library services to children in an industrial country is today facing other problems that her collegue from a developing country. But for the two a deteriorated and shortened education and training for children's librarians is a sign of a decreased interest in children's cultural welfare.

AUSTRALIA

Barbara Poston-Anderson, (ed.)

I. INTRODUCTION / GENERAL BACKGROUND

A short description of the country
Geopolitical background & trade

Australia, consisting of the island continent of Australia and the island of Tasmania, has a land area of 7,682,300 square kilometres. The continent is divided into three basic physiographic sectors, namely: the western plateau, the interior lowlands, and the eastern uplands. The average altitude of the land mass is 300 metres and the overall climate is relatively dry.[1]

Australia gained federation as part of the British Commonwealth in 1901. There are six States (i.e. Queensland–Qld., New South Wales–N.S.W., Victoria–Vic., South Australia–S.A., Tasmania–Tas., and Western Australia–W.A.) and two Territories (Northern Territory–N.T. and Australian Capital Territory–A.C.T.).

Economically, Australia relies on international trade and maintains an open international trade and payments system. Mineral and agricultural products are significant exports. In particular, Australia is regarded as a world exporter of: coal, iron ore, bauxite, alumina, manganese, mineral sands, wool, meat, wheat and sugar.[2]

Population. Population density

The March 1985 preliminary figures issued by the Australian Bureau of Statistics estimate that the population of Australia totals 15,704.3 people ('000). The population is primarily urban with 69.9% of the people living in the national capital, the six State capital cities, Darwin, and four other major cities with populations of over 100,000 or more.[3]

The estimated breakdown of population for those individuals aged fourteen or under as of June 30, 1983, was as follows:

0–4	1,169.0 ('000)
5–9	1,209.6 ('000)
10–14	1,270.1 ('000)

The total number of individuals who were fourteen years or under was 3,748.7 ('000).[4]

Education

Within Australia, school attendance is compulsory between the ages of six and fifteen (sixteen in Tasmania). Each State and Territory has its own specific requirements. In most cases, children begin school at five years of age, except in Western Australia where they begin at six.

To finish a total programme of schooling, children begin with Kindergarten or a Preparatory year and then proceed through twelve additional grades. Although the final two years are outside the compulsory requirements, at least one half of the students in Year 10 remain through Year 11 and over ⅓ complete Year 12. Primary and secondary education in government schools is free in all States and Territories.

In addition to government schools, there are non-government schools which are run by religious organisations or independent bodies. Education in these schools usually requires the payment of a fee. These non-government schools must meet the minimum education and facility requirements set by the State. About one in four children attends a non-government school.

The geography of Australia requires that special provision be made for those students who live in isolated regions. They may complete course work by correspondence or, in the States of New South Wales, South Australia, Queensland, Western Australia and the Territory of Northern Territory, by Schools of the Air which broadcast educational programmes to remote areas. The launching of domestic satellites in Australia will further improve transmission to isolated areas.

Special education for the intellectually and/or physically disabled student is provided by State governments and other organisations. This schooling may take place in specialist schools, or in designated classes within regular schools, or by withdrawing students from regular classes to work with specialist teachers.Beyond primary and second school, many students engage in further study by attending university, a college of advanced education, an institute of technology, or a technical and further education institute. (In some States technical education is also available at the secondary school level.) Since 1974, education and training in these institutions has been free of charge for the first award course.[5]

Literacy

In 1978, a national survey, entitled EDUCATING FOR LITERACY AND NUMERACY IN AUSTRALIAN SCHOOLS, reported that "7,500 children at the 10 year old level and 2,000 children at the 14 year old level were unable to read simple sentences." Also, this survey found that a further 20 to 25 percent of the 14 year old population had not completely mastered basic reading skills.[6]

With regard to adult illiteracy, an interpolation made from a Sydney survey to a national estimate based on population details in the 1980

AUSTRALIAN YEAR BOOK suggested that there were as many as one million functionally illiterate adults.[7] Since the definition of illiteracy in this study was based on a reading age of less than ten years and three months, Goyen suggests that this estimate may be conservative. Estimates made by the Adult Literacy Office (Sydney) suggest that the current state of illiteracy among native born English speakers in Australia may be as high as 10–15%.[8]

Languages

The Australian Bureau of Statistics conducted a national survey in May of 1983 of persons fifteen years or over with the aim of obtaining information on the languages they first spoke. The results of the survey revealed that of the 11,329,300 people aged fifteen years and over, 9,428,800 or 83% spoke English as their first language. Other first languages spoken in Australia by persons fifteen years of age or older include:

Language	Number of people
Italian	440,800
Greek	22[illegible]200
German	165,600
Dutch	110,500
Polish	86,000
Chinese/dialects Arabic/Lebanese Other Yugoslavian & dialects	77,600
Croatian	65,800
Maltese	59,800
Spanish	56,500
French	54,700
Hungarian	37,000
Russian	27,500
Serbian	26,600
Vietnamese	24,500
Indian/dialects	
Turkish	20,300
Latvian	20,000
Other	225,800

This totalled 1,900,400 individuals who were fifteen years or older who spoke a language other than English as their first language.[9]

Children's books published

THE AUSTRALIAN BOOKSELLER AND PUBLISHER annually categorises the number of books which have been published in various subject areas. One of the categories which they use is "Juvenile", which refers to all books published for children (e.g. picture books, junior fiction). The number of books published in this category in the years 1981–1984 was as follows:

1981: 152 books (out of a total of 2,171 in all categories)[10].
1982: 248 books (out of a total of 2,858 books in all categories)[11].
1983: (Jan–July) 88 books (out of a total of 755 books in all categories for this six month period)[12].
1984: 261 books (out of a total of 2,658 books in all categories)[13].

These figures are based on returns made for inclusion in AUSTRALIAN BOOKS IN PRINT.

General background

Legislation, reports, and policy statements

In Australia, legislation for libraries falls within the domain of the States and the Local Government authorities. In general, the Acts governing public library service do not specifically mention user groups, such as children and young adults. For instance, neither The Library Act, 1939 and the Library Amendment Act, 1975 in New South Wales; the South Australian Libraries Act, 1982; nor the Libraries Act 1943–1979, and Local Government Act 1936 (Queensland) make specific mention of children. Likewise, Education Acts in the individual States and Territories do not specifically mention provision of library service for children and young adults.

Concern for the establishment of children's libraries in Australia dates to 1901 when the first Juvenile library was established as a department of the Port Adelaide Institute. In the next fifty years developments in the field of children's librarianship continued. In 1915 the first public children's library was established as a department of the Public Library of South Australia; in 1920 the Public Library of New South Wales began sending boxes of books to rural schools; and in the 1920's the Children's Library Movement began. Both the Munn-Pitt Report (1934) and the McColvin Report (1947) mentioned children's libraries, but it was not until the mid-sixties that Fenwick undertook a detailed examination of the status quo of children's services in Australia. Her findings, reported in SCHOOL AND CHILDREN'S LIBRARIES IN AUSTRALIA, supported the earlier studies which suggested that children's

services were inadequate overall.[14] Since her landmark report, there has been considerable development, particularly in the school library area. Commonwealth funding in the late sixties and early seventies enabled this significant advancement to occur.

In addition to the State and Local Government Acts and reports, the Library Association of Australia has adopted as policy a number of statements which have implications, either directly or indirectly, for the provision of services to children and young adults.[15] Among these policies are:

- Statement on Freedom to Read (adopted 1971, amended 1979).
- Statement on Principles of School Librarianship (adopted 1975).
- Information Policy Statement: The Need to Know (1976).
- Statement on Libraries and Literacy (1979).
- Statement on Free Library Service to All (adopted 1979, amended 1982).
- Statement of Policy on Joint-Use Library Service (adopted 1980).

Library Councils and Boards in individual States also have published documents which affect provision of services to children (e.g. Policy on Toy Libraries – Library Council of Victoria (1980); Operational Standards For Public Libraries In Western Australia – Library Board of Western Australia.)[16]

The Fenwick Report is also regarded as a key document in the school library field. Other significant documents include: the Standards And Objectives For School Libraries (1966), which emphasised the educational value of school libraries; School Libraries: A Report To The Nation (1968); Primary School Libraries: A Report To The Nation (1972); and Books And Beyond: Guidelines For Library Resource Facilities And Services (1979).[17]

In summary, while State and Local Government Acts may not specifically mention provision of library services to children and young adults, national and state bodies, such as the Library Association of Australia and its sections, the Schools Commission, and the state education departments and library councils have demonstrated their commitment to the provision of library services to children and young adults, through their publications and on-going work in the field.

Extent of public library service

Each State and Territory has a public library service. Examples of the development and provision of services in the four States of Queensland, Victoria, South Australia, and Western Australia are provided to dem-

onstrate the range and type of service available in different parts of Australia.

In Queensland, a public library service is provided by 126 of the 134 local government authorities. All of these public libraries have collections and designated areas for children.[18]

In Victoria, 99% of the population is located in municipalities which provide library service.[19] The DIRECTORY OF PUBLIC LIBRARY SERVICES IN VICTORIA lists 175 municipalities divided into 29 regional services. Fifteen of the sites are indicated as joint-use libraries in which two or more distinct groups of users have equal priority in the same premises, managed by a co-operative agreement. Usually the arrangement is made between school and public library authorities. In addition to those libraries which belong to a regional system, there are a number of individual libraries which function autonomously.[20] Provision for children, through specialized materials and services, is widespread in all of these libraries.

In South Australia, an eight year plan covering development in all types of library services in the state, public and joint-use (i.e. school-public library) areas was developed in response to the 1978 Development in South Australia Report (Crawford Report). Since implementation of this plan, library services have increased dramatically. By the end of the programme, it is estimated that very few South Australians will not have access to public library materials and services.[21]

In Western Australia, the State Library Service serves 206 public libraries and 10 institutionalized libraries. Of the 206 public libraries, ⅓ of the total stock is appropriate for children up to the age of twelve.[22] In the OPERATIONAL STANDARDS FOR PUBLIC LIBRARY SERVICE IN WESTERN AUSTRALIA the system is described as "a well-nigh universally accessible public library system."[23]

In summary, some type of public library service is available in most municipal and many country areas of Australia. Bookmobiles and deposit stations are sometimes alternatives for those individuals who do not have a library in the near vicinity. When library services are available, a children's collection is usually present. The extent of separate young adult collections, however, varies. While materials for children are an accepted part of the public library collection, the recognition that specialized children's librarians and/or young adult librarians are needed to manage and promote such collections varies among States.

Definition of children

There are various interpretations of what the term 'children' means within the Australian context. In the school system, students are usually regarded as children during their infant and primary years (approxi-

mately age 5 through age 12–13). Children become adults – or at least young adults, when they reach secondary school. Chronological age then is usually taken as the prime indicator, even though developmentally the evidence may suggest otherwise. For the most part, school libraries operate under this assumption in providing resources and services. Because it is usual to have separate facilities for primary and secondary libraries, the distinctness of the child and young adult user groups is easier to maintain – at least arbitrarily.

However, the designation of who is a child, young adult, and adult in a public library is not as easy to determine. For example, South Australia and Tasmania report the age range covered by children's/youth book stock to be 0–18 years[24]; Queensland indicates that the age range is 0–16 years of age, while in Western Australia the age range is described as being 0–12.[25] While some libraries in New South Wales allow patrons of twelve years of age to borrow from the adult section, librarians in other public libraries in this State suggest that 0–15 is the age range for materials in children's collections.[26]

Just as the definition of children seems to vary from library to library, so does the manner in which materials are housed within collections. Many libraries include children's and young adult titles in one collection, while some choose to separate the two, providing separate young adult shelving – and in some cases, separate young adult areas. Tasmania reports that some libraries in that State shelve children's and adults' non-fiction materials together in one collection, while fiction collections for these user groups are separately maintained. In short, there is no overall agreement concerning the age at which children may borrow from adult collections or on the way in which children's and young adult materials are to be handled.

Individuals who provide children's library service

The background of individuals who provide library service to children varies. In Queensland, only the larger local government authorities employ specialist children's library staff. In total in Queensland, eleven local government authorities employ designated children's librarians while a further five employ either general librarians or library assistants who have responsibilities for the service to children. These local government authorities represent 37% of the State's population.[27]

A survey of staff serving children and young adults in New South Wales public libraries conducted by the School of Library and Information Studies (1981) at Kuring-gai College revealed that 60% of the staff engaged in full-time services to these groups in New South Wales did not have tertiary qualifications. The most commonly held qualification was the A. L. A. A. (i.e. professional membership in the Library Asso-

ciation of Australia gained via the L. A. A. Registration Examination prior to 1980) with 24% holding no qualifications at all.[28]

In the Australian Capital Territory, there is only one professional position in the entire system for a children's librarian. Others who work with children are Library Officers. However it should be noted that, unlike the States, The public library system in the A. C. T. is tied to a Commonwealth government department which provides certain constraints.[29]

South Australia reports that 15 out of 26 metropolitan library services employ qualified children's/youth librarians although not all these positions are officially designated as such. The Libraries Board of South Australia supports a policy of the second professional in a library having children's qualifications, but this is not always implemented. Nine out of 28 country chief librarians have children's qualifications and the majority of the 42 chief librarians in joint-use libraries have a qualification in school libraries.[30]

In Tasmania, a children's librarian serves the Northern Region and in larger libraries professionally qualified librarians are designated to work with children and are assisted by other library staff.

In Western Australia, there are five full-time qualified librarians employed as specialist children's librarians and two half-time. Assistant librarians usually are assigned the responsibility for children's stock and services.[31]

In most States and Territories, the consensus seems to be that a specialised career as a children's librarian is not as satisfactory in terms of status or financial reward as other career choices within the library and information area. However, it should be noted that the situation in most Australian public libraries is that there is only one children's position available. For this reason, librarians wishing for a well developed career structure must look to other options within the system. It should also be noted that no course exists at the base level which specialises in children's librarianship. The way individuals qualified for positions as children's librarians prior to 1980 was by taking the specialized papers in children's work in the Registration Examination given by the Library Association of Australia and through gaining experience in the area. With the cessation of the Registration Examination, those wishing to be children's librarians now seek their qualifications through tertiary study in generalist library and information studies programmes.

Centralised services

All States, with the exception of Tasmania, have at least one specialised consultant in the field of children's and youth services.[32] These consul-

tants provide a wide range of services, including: in-service training programmes, preparation of bibliographies, booklists, and newsletters; participation in group activities, such as booktalking, storytelling; advising children's librarians about books and activities; co-ordinating book promotion activities; holding meetings with children's librarians; and lobbying for more effective children's library services. One example of a specialized service co-ordinated by the State children's consultant in Victoria is the Jolly Jumbuck – a caravan which travels to the public libraries of the State carrying books, media materials, performers, and storytellers.[33]

The extent of other centralised services varies. For example, in South Australia, Tasmania, Western Australia, the Northern Territory and the A. C. T., centralised services are provided for public libraries, including: selection, acquisition, cataloguing, and processing of materials. Also, in Queensland, a similar service is provided for 61 local government authorities (97 libraries) where the population is less than 10,000.[34] This is not the case in the two other States, New South Wales and Victoria, where such services are decentralised. However, it should be noted that these two States are modeled on different systems than the others.

With regard to centralised services to schools, most States provide a section similar to Library Services within the Education Department of New South Wales. Library Services (N. S. W.) and equivalent divisions in Education Departments of other States provide assistance to teacher librarians in the form of consultants, publications, in-service programmes, and other specialized services. The Catholic Education Office has a similar service for their teacher librarians. In Tasmania, school librarians have access to TASCIS, a centralised on-line cataloguing system.

Interest in children's literature and related fields

Children's literature is a topic of growing interest in Australia, both in terms of specialized collections and research. There are a number of specialized children's literature collections in the country. Among them are: Dromkeen (Victoria); The Lu Rees Archives (Canberra C. A. E. Library); James Hardie Collection (Sydney); Kapper & Mortlake Collections (Australian National University-Canberra); Children's Research Collection (State Library of South Australia); the Research Collection of Children's Literature (State Library Service of Western Australia); and juvenile collections at the University of Tasmania (Centre for Education; University Library) and at the State Library of Tasmania.

English Departments, Education Departments, and several Library and Information Departments within tertiary institutions in Australia

are beginning to consider or to offer advanced degrees in children's literature. This has contributed to the growing body of research in children's literature. A record of theses and dissertations, scholarly journal articles, bibliographies, conference proceedings and seminar papers, and the location of research collections in children's literature in Australia is reported annually to PHAEDRUS for publication.

In addition, a number of organisations in Australia play an active role in the promotion of children's literature and/or children's library services. Among these organisations are: IBBY, the Children's Section and the School Libraries Section of the Library Association of Australia, the Children's Book Council, and the Storytelling Guilds of the various States. Other organisations with related interests include: The Australian Reading Association and the Primary English Teachers' Association. Many of these organisations sponsor conferences and produce publications.

II. ORGANISATION OF TRAINING

Training of librarians in general

The Library Association of Australia, Board of Education, the body which assesses courses in librarianship, recognise three types of course.[35]

a. First awards provide initial preparation for work in areas of the library and information field, including professional courses for librarians and teacher-librarians and para-professional courses for library technicians.

b. Advanced awards involve study culminating in a Postgraduate Diploma, Master's Degree (by course work or research), or a Ph. D. Degree.[36] In contrast to first awards, advanced awards may concentrate in a specialized area or involve study in a related field (e.g. management, computer science, economics, sociology).

c. Short courses in continuing education are designed to update and extend the knowledge of individuals with first or advanced awards.

Education of professional librarians is conducted within institutions of higher education (universities, colleges of advanced education, and institutes of technology) and paraprofessional staff are trained in colleges of technical and further education. Continuing education courses and programmes are usually offered by professional associations (e.g. The Library Association of Australia), tertiary education institutions (e.g.

universities, colleges, and institutes of technology), and government and non-government departments (e.g. Education Departments of the States, Catholic Education Office.[37]

In addition to professional first award courses, Library Technician courses for paraprofessionals are available in all States and Territories. These courses are offered, in most cases, by technical and further education institutions. [38] Advanced courses (i.e. Postgraduate Diplomas beyond the first award, Master's Degrees, and Ph. D. Degrees) are offered at certain designated tertiary institutions within Australia.

Course duration

The duration of courses in the library and information field varies depending on level and type. The following generalisations are based on an examination of a number of courses and reflect the overall pattern, rather than any one programme offered by a specific institution.

Library Technician courses are usually offered on a two year full-time basis or an equivalent part-time basis. To gain admission to these programmes, in most cases, a student must have completed Year 10 in the secondary school (in some programmes, Year 11).However, there is some provision for mature age entry in most programmes.

Undergraduate programmes resulting in a Bachelor of Arts Degree or, in the case of some teacher librarianship programmes, in a Bachelor of Education Degree, require three or four years of full-time study. At certain institutions (e.g. Riverina College of Advanced Education-N. S. W.), the course may be studied externally. Students attend a required number of residental schools.

Postgraduate Diploma courses in Librarianship or Teacher Librarianship require one year of full-time study. In some institutions these Postgraduate Diplomas may be regarded as the first stage in a Master's programme. Admission to these programmes requires completion of a Bachelor's Degree. In addition, in the teacher librarianship area, some institutions require as a condition of entry that students have had a certain number of years of successful teaching experience. Anywhere from two- to five years seems to be the usual.

Master's Degrees may be completed by course work or thesis, depending on the requirements of the institution. A programme may be completed in one, or in some cases two, years of full-time study or its equivalent in part-time study.

To gain admission to a Ph. D. programme, students must have qualified for a Master's Degree at a recognised tertiary institution or the equivalent. A doctorial thesis is the recognised outcome of such a programme, with course work as required by the institution. Duration of such a programme varies.

Emphasis and content

In general, within Australia, the philosophical base in librarianship has shifted from the arts to the social sciences. Educators in the field of library and information studies regard courses as educating information professionals, including librarians. These information professionals will enter the job market, not only in library areas, but also in the broader field of information work.

Exceptions to this orientation are the majority of specialised programmes which focus exclusively on the training of teacher librarians. However, a few courses in teacher librarianship introduce students to a broad base in library and information studies before specialization occurs (e.g. Graduate Diploma in Teacher Librarianship, Kuring-gai College of Advanced Education-N. S. W.).

Another characteristic of Australian library education is that base level professional programmes usually strive to educate generalists, rather than specialists. In the general programme, examples of work in different types of information agencies are used as examples for application. Although most generalist programmes offer some opportunities for students to choose electives, in-depth work in specialised areas (e.g. child/young adult information studies) is reserved for advanced courses.

While specific course content varies among programmes, an examination of base level professional programmes in library and information studies, shows coverage of many of the same general areas, such as:

- Information needs.
- User groups in libraries and information agencies.
- Resources in libraries and information agencies (e.g. government publications, child/young adult materials, sources of brief factual information – reference materials, audio-visual:.
- Management of libraries and information agencies.
- Services in library and information agencies.
- Research methods – often emphasising the role of the information professional as a consumer of research.
- Automation in library and information agencies.

Courses with an information science basis are also becoming more prevalent (e.g. Bachelor of Information Science-Kuring-gai College of Advanced Education, N. S. W.). Such courses have units such as:

- Information collection management.
- Information dissemination.
- Information systems design.
- Marketing for information provision.

- Information science.
- Research methods/statistics.

Courses which focus on teacher librarianship tend to give specialized attention to such areas as:

- The role of education and schooling in society.
- The curriculum process.
- Human growth and development.

Many areas already noted are also discussed from the vantage point of the school librarian (e.g. management, automation).

Tertiary courses (i.e. university, college of advanced education and institute of technology) are regarded as having a well-developed basis in theory. However, in addition, they usually have some practical component, which enables students to observe or conduct actual projects in a library and information setting. This experience allows application in practical situations of the theory which students have learned. For example, the one year Graduate Diploma in Librarianship at the University of Tasmania has a period of supervised fieldwork, not exceeding four weeks, while the Western Australian Insitute of Technology (WAIT) in its Bachelor of Applied Science (Information and Library Studies), includes two periods of work experience.

On the other hand, the technical and further education courses, which train library technicians, have a practical base.

Assessment

Assessment within the library and information programmes examined, includes a wide range of methods. Among them are: written examinations, seminars, oral reports, practical examinations (e.g. demonstrating the use of audio-visual equipment), major papers, and theses. In many cases, the assessment is described as continuous, occurring throughout the course of study.

Qualifications of educators

While qualifications of those who educate library and information professionals vary from institution to institution, there is an increasing trend towards hiring individuals with higher degrees, or, if an individual is employed without them, the assumption is that they will soon be acquired. It is usual for tertiary institutions to have educators with Postgraduate Diplomas and Master's Degrees, and a growing number have

Ph. D. Degrees in librarianship or related fields. Some experience in libraries or information agencies is usually regarded as essential.

Training of children's librarians

Since the establishment of Schools of Librarianship in tertiary institutions, those individuals who want to become children's librarians complete their higher education in the general library and information programmes, or, in the case of those wanting to be teacher librarians, in the teacher librarianship programmes. Prior to this, librarians sat for the specialized papers in children's work in the Library Association of Australia's Registration Exam. Likewise in school libraries, in recent years teachers have undertaken a course in teacher librarianship to gain their qualifications. However, prior to this, those occupying the position of librarian in a school may have only completed their teacher training. In certain instances this is still the case.

CURRICULUM FOR TRAINING OF CHILDREN'S LIBRARIANS

At the base level, limited elective opportunities in the child/young adult area occur within programmes. Electives usually consist of a small proportion of the total programme. Some teacher librarian programmes are exceptions to this with all units of study viewed in relation to the school setting and the child/young adult user.

The following types of unit are common electives in a number of courses:

Resources for children and/or young adults

This unit examines the range of children's and young adult resources in print and non-print form. Such units may also examine the means of promoting these resources and attempt to investigate current trends. Professional literature in the field is usually discussed.

Services to children and/or young adults

This unit examines such areas as child/young adult development, library and information services to children/young adults, extension activities, and services to special groups.

In teacher librarianship it is usual to find at least one unit on:

Curriculum/curriculum resources

This unit may examine policy statements and curriculum documents in relation to school programmes. The teacher librarian's role in the curriculum process is usually investigated.

Both children's librarians and teacher librarians may also study such areas as: management, automation, programme design and evaluation in general and in relation to their specialized areas.

The first Postgraduate Diploma beyond the first award level qualification to specialise in child and young adult information studies was designed by the School of Library and Information Studies, Kuring-gai College of Advanced Education–N. S. W. The course is a second level qualification for professional librarians following a base level qualification in librarianship. Students may study full-time or the course may be completed by part-time study. Units in this programme include:

Introduction: Child/Young Adult Information Studies.
Development in childhood: Growth and development data related to roles, tasks and issues relevant to the child/young adult specialist.
Social dynamics: Examination of the process of social dynamics and effects on services.
Development in adolescence: Developmental theory in adolescence as it relates to the child/young adult specialist.
Communication (Child/young Adult): Communication considered in relation to three contexts: Children, young adults, and relevant adults.
Information resources (Child/Young Adult): Assess and re-appraise.
Information services (Child/young Adult): Assess and re-appraise.
Programme design & Management (Child/young Adult): Relate role of manager to role as information specialist.
Seminar programme: On critical issues, both theoretical and applied.
Practice studies: Opportunity to test theoretical knowledge and assumptions of areas studied in specialization.
To date, this programme is unique in Australia in that it specializes solely on the child/young adult information studies area within a course of advanced study.[39]

Details related to training of children's librarians

Hours and teaching modes

Because the programmes vary considerably, generalizations about the number of class hours devoted to each subject and the teaching modes are difficult to assess. It is usual at the tertiary level for any given unit to occupy 2–3 hours of in-class time per week over a semester (about 17 weeks) or 4–5 hours in a term structure. The expectation is that ad-

ditional time will also be spent by students outside of class preparing assignments.

A variety of modes are used in the teaching plan. Usually the method is left to the discretion of the educator. Lectures, group discussions, audio-visual presentations, written exercises and assignments, resource files, and – in some cases – examinations are used. Students at institutions which have external study programmes complete their units primarily through correspondence with written feedback from educators. There may also be some short residential schools as part of the overall programme.

IN-SERVICE TRAINING

A number of organisations provide in-service training. Individual libraries may mount programmes for their own staff. In most States Public Libraries Divisions and Branches through their consultancy services may offer sessions. Education Departments and the Catholic Education Offices may run in-service programmes for teacher-librarians. Through its Sections (Children's Libraries Section and the School Libraries Section) The Library Association of Australia,offers programmes, in addition to an annual conference sponsored by the Association. Other organisations concerned with children's librarianship and literature offer workshops, seminars, and conferences – some which feature children's authors (e.g. IBBY-Australia, Children's Books Council, Storytelling Guilds). Tertiary education institutions and technical and further education insitutions may offer continuing education programmes in areas of concern to those serving children and young adults.

The determination of whether an in-service programme is offered to professionals and/or paraprofessionals is the prerogative of the sponsoring group. Some seminars and workshops are open to professionals, paraprofessionals, and the general public alike, whereas others are not. Topics mentioned by one technical and further education institution as being offered for paraprofessionals, include: cataloguing, government publications, and book binding.[40]

GENERAL OBSERVATIONS

Specialist training for children's librarians, with the possible exception of teacher librarianship, is limited in Australia. This is the result of the generalist philosophy toward library education at the base level in most existing programmes, as well as the structure of library service in the

country and the limited number of children's positions available within this structure.

With regard to further plans for development within the field of training children's librarians, certain areas of interest have been expressed by key educators. Among them are:

- The importance of knowledge of human growth and development for individuals providing services to children/young adults.
- Emphasis in education of children's librarians not only on an in-depth knowledge of children's literature but also on units, such as management, which will enable a children's librarian to function at the middle-management level in a library. This requires additional study in such areas as: setting goals and objectives, preparation and justification of a budget, and communication and clarification of the role of the children's librarian to library administration and to the profession as a whole.
- Young adult librarianship.
- The role of the library technician in relation to child/young adult services.
- Development of short courses which specialize in selected areas, such as: child and young adult information studies.
- Continued development of Master's Degree programmes in colleges of advanced education which concentrate on a specialized area: such as, child/young adult information studies, children's literature, etc. Until recently Master's Degree courses have been offered by universities only.

Philosophically and practically, it is unlikely that major changes in the education of those individuals who serve children and young adults through library and information agencies will change dramatically in the near future. In all probability limited elective opportunities in the child/young adult area within library and information programmes at the base level will continue, with in-depth specialization being reserved for advanced level courses.

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COLOMBIA

Margarita Munoz

I. INTRODUCTION

Description du Pays

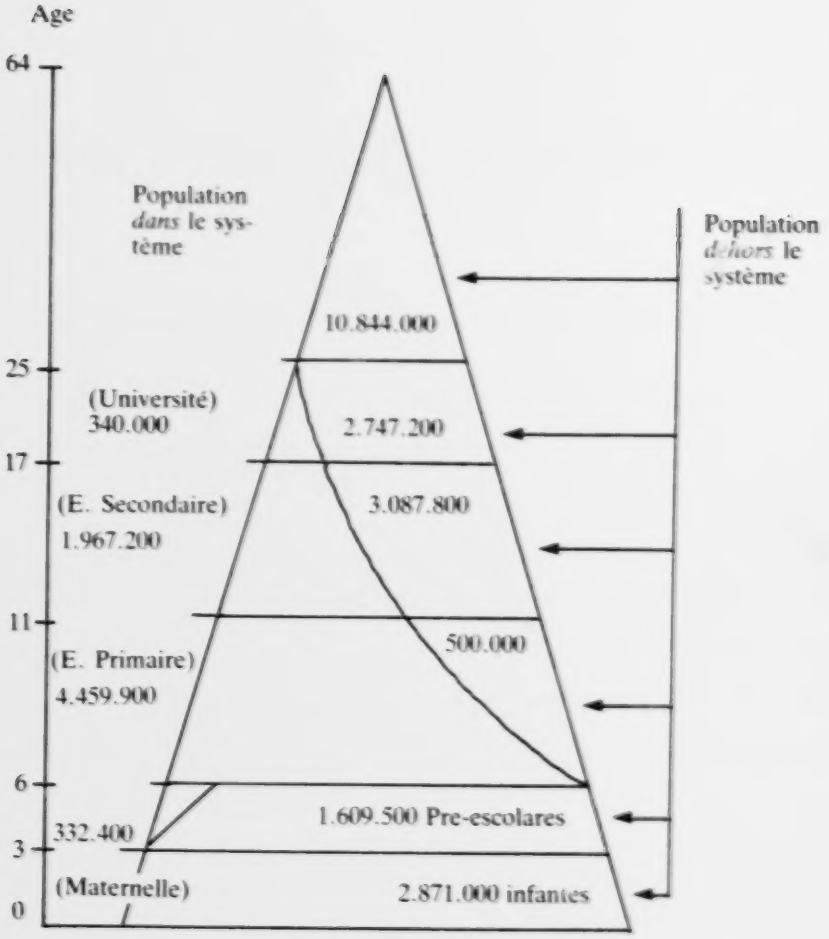
a. Population. Géographie.

La Colombie, république démocratique, privilegiée par sa localisation tout au bout du continent sud-américain, arrive maintenant aux 28 millions d'habitants, qui sont répartis dans 1'141.748 kms^2. 70% de la population se concentre dans les zones urbaines et semi-urbaines de ce qu'on appelle la «région andeane» du pays, grâce á la richesse des ressources naturelles et au processus d'industrialisation développé dans les derniéres années.

La Colombie est un pays agricole essentiellement, dont les produits principaux sont: le café, le riz, les fruits et le tabac. L'élevage est une autre activité économique assez développée.

50% de la population a moins de 25 ans; le quart (approximativement 5 millions) ne bénéficie pas du système éducatif formel, tel qu'on peut observer dans le graphique suivant:

Population Educative en Colombie



Source: Ministerio de Educación Nacional. Camina: campaña de alfabetización. Bogotá, 1983. p. 6

Selon le Bureau de Statistique de l'Unesco, la Colombie se trouve dans le groupe des pays qui ont un taux d'analphabétisme de 10 à 25%. Groupe privilégié par rapport à d'autres pays du continent et du Tiers Monde.

c. Système Educatif.

Les niveaux du système éducatif colombien sont les suivants:

1. Ecole Maternelle: deux ans. Pas obligatoire.
2. Ecole Primaire: 5 ans. Obligatoire.
3. Ecole Sècondaire: 6 ans. Les deux derniers, professionnels. Pas obligatoire.
4. Université ou Education Technique: 4 à 5 ans, selon la discipline. Les niveaux de spécialisation sont très divers.

L'Education est assumée par l'Etat dans le niveau primaire uniquement.
L'Education privée alors, est très étendue et partage avec l'education publique tous les niveaux de scolarité.

d. Langue officielle.

La langue officielle du pays est l'espagnol, parlé partout; il y a quand même, certaines minorités éthniques qui ont leurs propres dialectes d'origine indienne, qui représentent entre 5 et 8% de la population.

e. Livres pour enfants.

L'industrie éditoriale générale a eu un grand essor dans les dernières années; les publications pour enfants aussi, commencent à démarrer mais plus lentement, pour des raisons bien connus: les marchés restreints et l'idée généralisée que les livres pour enfants ne sont que les manuels scolaires.

Il y a une reprise de conscience dans les secteurs concernés, qui ont trouvé dans la coédition – tant au niveau national que latino-américain –, une formule pour prévoir les risques économiques.

Les chiffres nous disent que approximativement huit maisons d'éditions ont des lignes éditoriels pour enfants. Elles ont publié à peu près 50 titres originaux en 1984; il y a eu aussi, des reéditions, surtout des grands «classiques» de la littérature. Dans ces renseignements n'ont pas été considerés les bandes dessinées de circulation massive ni les manuels scolaires. Il s'agit des créations littéraires pour enfants, proprement dites.

Situation actuelle des Bibliothèques

a. Législation

Les services bibliothécaires en général s'appuient sur la Loi 34 de 1973, denommée «La loi du livre», et aussi dans la Loi 11 de 1983, qui réglemente la profession de bibliothécaire. Les deux lois ont un caractère général, où les services pour enfants sont considerés mais pas d'une forme spécifique.

Plus récemment, grâce à l'effort de l'Association colombienne pour le Livre pour Enfants, (ACLIJ), et du secteur éditorial et du secteur culturel et éducatif de Gouvernement, on a constitué par resolution ministérielle, le Conseil National du Livre, qui est engagé avec les services de lecture publique pour enfants. Ils ont etabli une grande campagne de lecture, qui démarrera en 1985.

b. Lecture publique

En ce qui concerne la lecture publique, les chiffres indiquent qu'il y a à peu près 1000 bibliothèques publiques dans tout le pays; la distribution est irrégulière, et de même, certaines zones urbaines importantes ne sont pas couvertes par des services bibliothécaires convenables. Les zones rurales sont desservies généralement par des services mobiles qui circulent périodiquement.

Bien que les bibliothèques soient conscientes de l'importance des sections enfantines, ce n'est pas toujours possible d'en avoir, avec toutes les ressources nécessaires pour satisfaire les besoins de la population.

L'âge des enfants qui visitent régulièrement les bibliothèques, va de quatre ans à douze ou quatorze ans. Les adolescents sont peu considerès dans ces services et ils s'adressent de préférence aux services pour adultes.

c. Personnel

La formation du personnel qui s'occupe des enfants dans les bibliothèques est vraiment diverse. Il n'existe pas encore une formation specialisée.

Dans la plupart des cas, les postes sont occupés par des enseignants, qui ont une conviction de l'importance du métier de bibliothécaire.

Les professionnels occupant des postes dans des sections enfantines sont le minimum, exception faite de quelques écoles privées dans les grandes villes comme Bogotá, Medellin et Cali.

Il n'y a pas une règlementation générale des salaires pour ce personnel; cela change beaucoup selon sa formation, le caractere de la biblio-

thèque (publique ou privée) et son emplacement (zones urbaines ou rurales).

Les réseaux nationaux pour le développement des bibliothèques publiques et scolaires dévouent leurs meilleurs efforts pour la formation et la qualification de ce personnel, de facon permanente.

d. Services centralisés

Les organismes nationaux de la Culture (Instituto Colombiano de Cultura) et de l'Education (Ministerio de Educación National) ont établi – on l'avait déja dit – des réseaux dans tout le pays pour la promotion et le développement des bibliothèques. Ils s'occupent de l'acquisition centralisées des livres, du catalogage et de l'equipement et de sa distribution systématique aux bibliothèques membres du réseau.

L'extension du pays et le niveau de développement de quelques départements ont permis aussi, l'établissement de réseaux régionaux, qui partagent avec la structure nationale la couverture du service bibliothécaire.

L'une des activités prioritaires de ces réseaux est la formation du personnel participant; aussi, l'obtention de moyens économiques pour développer des projets expérimentaux qui puissent être adoptés par toutes les bibliothèques.

e. Recherche

Par rapport à la recherche, il y a eu de bons efforts pour étudier la systématisation des services de lecture publique; quelques monographies des éleves des Ecoles de Bibliothéconomie ont été preparées à ce sujet.

On a aussi fait des recherches sur les habitudes de lecture de la population scolaire. Le Centre Régional pour la Promotion du Livre en Amérique Latine (CERLAL) a offert un modèle de recherche à tous les pays latino-américains, fondé sur l'expérience colombienne.

II. ORGANISATION DE LA FORMATION

a. Formation des Bibliothécaires en général

La profession bibliothècaire en Colombie a eu deux orientations: la formation professionnelle à l'Université et la formation acquise par des cours et programmes de formation en service, adressée surtout au personnel para-professionnel.

En ce qui concerne la formation professionnelle à l'Université, actuellement il y a trois écoles de Bibliothéconomie:

- Escuela Interamericana de Bibliotecologia: située à Medellin; plus de vingt-cinq ans de fonctionnement. Adscrite à la Universidad de Antioquia, appartennant à l'Etat.
- Departamento de Ciencia de la Información: situé à Bogotá. Appartenant à l'education privée, adscrite à la Universidad Javeriana; dix ans de fonctionnement.
- Facultad de Bibliotecologia y Archivistica: située à Bogotá; onze ans de fonctionnement; adscrite à la Universidad de la Salle, privée.

Les études, au niveau de Licence, ont une durée de 4 ans (huit semestres), qui comprennent un apprentissage théorique et pratique. La présentation d'une monographie est obligatoire pour l'obtention du diplôme.

Chacune des trois écoles a sa propre orientation par rapport aux sujets et disciplines; il y a une nette tendance vers la documentation et l'information specialisée, conçues comme support du Systeme National d'Information. (Comme *annexe* à cet article, le plan d'études de chaque école).

Le travail avec des enfants n'est pas conçu comme une option ou possibilité de spécialisation. Il est compris dans les sujets généraux dans la mesure où chaque école le considère convenable; la seule exception serait la Escuela Interamericana, qui a un sujet spécifiquement denommé: Bibliotheques scolaires et publiques.

Dans le niveau universitaire, pour l'inscription il faut avoir obtenu le Baccalaureat; ce n'est pas indispensable d'avoir travaillé dans le secteur bibliothécaire. Chaque Ecole a son propre système évaluatif et détermine aussi les contenus.

Les enseignants sont qualifiés, professionnels de la Bibliothéconomie et d'autres domaines de la connaissance, pour pouvoir, sur une base interdisciplinaire, contribuer à la formation des éleves.

Il n'y a pas encore des études de spécialisation formels; les Ecoles de Bibliothéconomie travaillent dans des programmes d'Education continue, offerts selon les besoins, et les ressources. L'Université Javeriana (Bogotá) a la plus grande expérience dans ce domaine et c'est la seule qui a inclus dans son programme quelques cours sur Bibliothèques Publiques, au niveau professionnel.

b. Formation des Bibliothécaires pour enfants

Les bibliothécaires pour enfants se trouvent dans la deuxième possibilité qu'on avait nommée dans le point précédent: la formation acquise par des cours et programmes de qualification en service.

Les deux programmes nationaux de développement des Bibliothèques (publiques et scolaires) organisent de facon permanente des cours, des

ateliers, des séminaires, des pratiques supervisées, en essayant de couvrir tout le territoire national et d'offrir des opportunités adaptées à chaque région du pays.

On a developpé aussi, des aides audio-visuelles pour favoriser l'apprentissage, de même que le déplacement des responsables de la formation.

Ces programmes sont presque toujours préparés par des bibliothécaires professionnels. Eux-mêmes délimitent les sujets, les ressources, les systèmes d'évaluation, selon les conditions du groupe participant.

Alors, les activités sont plus flexibles, adaptées et se renouvellent selon les circonstances. Comme il s'agit d'une formation en service, les sujets sont 100% intéressés par le travail de bibliothécaire de lecture publique, y compris les enfants.

Dans le début du programme, il y avait une tendance à renforcer les aspects techniques (catalogage, équipement, sélection des livres qui a été vite surpassée pour s'occuper des problemes du service et de la lecture.

Actuellement, le Ministère de l'Education prépare un programme de formation à distance sur le sujet: La Bibliothèque Scolaire et la Litterature Enfantine, projet développé avec l'aide du CERLAL. Sa préparation finira au mois de juillet, 1985 et après l'édition, son application au niveau national sera possible. Les bibliothèques publiques pourront en bénéficier, grâce à la collaboration permanente des programmes.

III. PLAN D'ETUDES POUR LES BIBLIOTHECAIRES POUR ENFANTS

Les sujets compris dans les programmes de formation des bibliothécaires pour enfants s'attachent tant à l'organisation de la bibliothèque de point de vue technique qu'au travail pratique avec les enfants.

On a déja dit que la plupart des bibliothécaires pour enfants dans notre pays sont des enseignants, qui se sont trouvés par diverses raisons, dans le domaine des bibliothèques scolaires ou la lecture publique, ce qui fait qu'ils ont une certaine conscience des problèmes de la lecture, acquise dans leur formation comme enseignants.

Les sujets sur l'administration de la bibliothèque, son organisation technique occupent une place importante dans les premières phases de formation; les autres cours s'occupent surtout d'offrir aux bibliothécaires des stratégies de motivation et d'animation à la lecture.

La littérature enfantine comme sujet dans ces programmes est maintenant prioritaire; on essaie d'offrir aux bibliothècaires tous les éléments possibles pour profiter des livres pour enfants qui sont inclus

dans les collections données par l'Etat ou qu'ils ont achetés par leurs propres moyens.

La durée des cours, ateliers, stages n'est jamais supérieure à deux semaines. Il y a des régions du pays qui peuvent bénéficier de deux ou trois cours par an, mais il y en a d'autres qui n'ont qu'un seul cours annuel, cela dépend des ressources économiques.

En résumé, il est très difficile de décrire le plan d'études, la durée, le systeme d'évaluation, les heures de travail théorique et pratique de chaque cours, parce que comme on l'a déja dit plusieurs fois, il s'agit de programme adaptés aux besoins, ressources et possibilités de chaque région du pays où les cours sont offerts.

V. OBSERVATIONS GENERALES

La formation des bibliothécaires pour enfants en Colombie peut être considérée comme acceptable pour les conditions actuelles du pays.

Les efforts faits par les Programmes de Développement des Bibliothèques Scolaires et Publiques sont efficaces la plupart du temps et doivent continuer et se renouveler de facon constante et regulière dans tout le territoire national.

Il manque la possibilité d'une option ou une spécialisation au niveau professionnel, acquise avec la formation universitaire, destinée aux bibliothécaires responsables de la planification du développement des programme nommés et de la formation des bibliothécaires sur le terrain. Cet aspect a été considerè mais pas tout à fait comme il serait nécessaire pour assurer la qualité et la stabilité des actions à faire.

CUBA

Olinta Ariosa Morales

Antecedentes

Cuba es una de las islas que forman el Archipiélago de las Antillas Mayores situadas en el Mar Caribe, es de ellas la de mayor extensión territorial, tiene un área de 107, 350,5 km^2 y una población actual de 10'000 000 habitantes. Se le conoce como la llave del Golfo porque, larga y estrecha, se extiende a la entrada del Golfo de México. Fue descubierta por Christobal Colón en 1492, y colonizada por España. La crueldad de la colonización extinguyó a los aborígenes que la habitaban, su población actual se formó, principalmente, con españoles y negros esclavos importados desde las costas africanas. Del cruce de estas dos raices surgió el cubano actual. Su ritmo musical autóctono es el son; metor y ritmo de la poesía de nuestro Poeta Nacional, el universalmente conocido Nicolás Guillén.

El pueblo cubano luchó por su independencia contra el Gobierno Español en el siglo XIX. Después de dos períodos de Guerra contra España, el primero, 10 de octubre 1868–1878, logró la independencia de los esclavos; el segundo; 1895–1898, terminó con la intervención del país por los Estados Unidos de Norteamérica y abrió el período de neocolonización en la naciente República de Cuba. En 1959 con el triunfo de las fuerzas comandadas por el Dr. Fidel Castro Ruz, comenzó el pueblo a trabajar para lograr la verdadera independencia. El pensamiento de José Julian Martí Pérez, organizador de la Guerra de 1895, muerto en combate contra los españoles, poeta, escritor y orador, ideológico principal de las aspiraciones del pueblo cubano, preside el desarrollo de la Cuba de hoy.

En abril de 1961 ante la agresión mercenaria organizada por Estados Unidos, los cubanos juramos defender la patria con los humildes y para los humildes. Ese mismo año se eliminó el analfabetismo, se crearon 10,000 aulas para la enseñanza primaria y se comenzó a formar maestros para ampliar la educación a niños y adultos. También en 1961 se situaron las primeras seis bibliotecas escolares para la enseñanza primaria bajo la dirección del Ministerio de Educación y las bibliotecas públicas pasaron a ser atendidas por la Biblioteca Nacional «José Martí» como dirección del Consejo Nacional de Cultura.

El pensamiento martiano que dice... «queremos que los niños de América sean: hombres que digan lo que piensan, y que le digan bien: hombres elocuentes y sinceros». Comenzó a hacerse divisa en todo el país.

La aspiración de la igualdad de la mujer, presente en las luchas anteriores del país, siguiendo el pensamiento de «José Martí» «Las niñas deben saber lo mismo que los niños, para poder hablar con ellos como amigos cuando vayan creciendo; como que es una pena que el hombre tenga que salir de su casa a buscar con quien hablar, porque las mujeres de la casa no sepan contarles mas que de diversiones y de modas» comenzó también a ser realidad cotidiana.

Formación de bibliotecarios

La enseñanza de la Bibliotecología en Cuba comenzó en 1936 por gestión personal de la bibliotecaria y poetisa María Villar Buceta, entonces empleada de la Biblioteca Nacional, su esfuerzo fue respaldado por la Sociedad Cultural Liceum Law Tenis Club de la Habana.

Desde 1936 hasta 1954 se llevaron a cabo cursos de corta duración, en los que se explicaban las asignaturas siguientes; Organización de Bibliotecas, Reglas de Catalogación y Clasificación Dewey.

En la década del 40 se creó en la Universidad de La Habana la Escuela de Verano y en ella se estableció un curso para formar bibliotecarios. Esta escuela impartía Organización de Bibliotecas, Catalogación y Clasificación de libros, Bibliología, Consulta y Referencia y Bibliografía Cubana. Estos cursos prepararon el camino para que en la Facultad de Filosofía y Letras de la Universidad de la Habana se creará una escuela para formar bibliotecarios partiendo de graduados universitarios de otras carreras. Como la demanda de bibliotecarios no era creciente y el salario que recibía el bibliotecario era muy bajo, la matrícula de la escuela no sobrepasaba la cantidad de 10 estudiantes en total cada año. También por esa misma época se creó una escuela para técnicos de nivel medio en la sociedad Económica de Amigos del País.

Al triunfo de la Revolución la demanda de bibliotecarios creció de acuerdo con los planes de desarrollo del país. La Biblioteca Nacional asumió la tarea de recopilación de la Bibliografía Nacional y cambió su estructura, cambios que demandaron una gran cantidad de personal capacitado en Bibliotecología y otras disciplinas. La Biblioteca Nacional al asumir la atención de las bibliotecas públicas existentes y comenzar un plan de desarrollo de este tipo de bibliotecas, requirió bibliotecarios. Además, en 1960 se creó en el Minesterio de Educación la Sección de Bibliotecas Escolares y casi todos los Ministerios crearon bibliotecas especializadas. La demanda de bibliotecarios exigió a la Universidad de

La Habana en 1961 aumentar su matrícula y crear cursos nocturnos para trabajadores, a su vez, se decretó la gratuidad para matricular en la Universidad.

En 1963 la escuela de la Sociedad Económica de Amigos del País cerró sus puertas y se creó otra escuela para formar bibliotecarios de nivel medio bajo la dirección de la Biblioteca Nacional. Al mismo tiempo, la Biblioteca National comenzó a impartir cursos, para ayudar a los bibliotecarios que atendían a niños y jóvenes a conocer disciplinas como: narraciones, adaptación de cuentos y montaje de láminas.

En la década de 1970 la Universidad de La Habana cambió sus planes de estudios, modernizó los programas e introdujo las disciplinas propias de la actividad científico-informativa.

La biblioteca pública cubana trata de cumplir el «manifiesto de Unesco sobre la Biblioteca Pública», e instaló salas para adultos y salas para niños y jóvenes. Con el propósito de aumentar la cultura en el seno del pueblo, en todas las bibliotecas se establece una Sala para las artes y otra sala para la «hora del cuento» y se organizan actividades culturales disímiles. En el Dpto. llamado «Extensión bibliotecaria» se atienden las bibliotecas ambulantes, a las que todos conocen como minibibliotecas y que constituyen pequeñas colecciones de libros que se trasladan en mochilas a las fábricas o colectivos de obreros, campesinos, prisiones, hospitales, hogares de ancianos, etc...ect, e incluso, a lomo de burro, se llevan libros a las zonas montañosas. Existen cinco bibliotecas en todo el país. Para llegar con el libro hasta los lugares mas apartados se utiliza cualquier medio de transporte, en cada visita el bibliotecario deposita un grupo de libros en una casa de familia, la delegación de la Asociación Nacional de Agricultores Pequeños (ANAP) recoge los libros que atiende el préstamo en estas minibibliotecas ha recibido conocimientos para prestar el libro, reclamando y llevar el control estadístico. Este trabajo voluntario se garantiza con la ayuda de organizaciones como la Federación de Mujeres Cubanas (FMC) y los Comités de Defensa de la Revolución (DDR). También por el cine móvil de 16mm que opera el Instituto Cubano de Arte o Industria Cinematográfica (ICAIC).

Como en el país se ha extendido el servicio de electricidad a zonas rurales, los medios de comunicación como la radio y la televisión divulgan libros que son demandados por lectores de zonas apartadas.

Las minibibliotecas ofrecen también la posibilidad de lecturas en los barcos mercantes y pesqueros. Exceptuando las minibibliotecas situadas para reclusos y las de los barcos, todas las demás incluyen libros infantiles, de esta forma facilitamos que los obreros de las fábricas y los campesinos puedan solicitar, en préstamos, libros para sus hijos. Para satisfacer la demanda de libros para niños se creó en Cuba la editorial

«Gente Nueva», que además edita libros para colorear y con figuras de animales en material plástico, que son utilizados por los Círculos Infantiles, y que los padres acostumbran a adquirir como juguetes para sus hijos.

¿Como se forman los bibliotecarios para niños?

El trabajo de iniciación y consolidación del hábito de leer desde los primeros años de vida del niño no puede depender de la familia solamente. En Cuba, la liberación de la mujer y su derecho al trabajo, en igualdad de condiciones, ha sido una de las metas de la Revolución y un trabajo muy definido de la Federación de Mujeres Cubanas (FMC). Para asegurar a la mujer el cuidado de sus hijos se creó el sistema de Círculos Infantiles que realiza un trabajo global de educación de hábitos, que van desde el vestir hasta el comportamiento correcto de los niños, entre amigos, el estudio, etc.

Cuando los niños tienen edad escolar y concurren a la escuela esta posee una biblioteca en la cual se encuentran, además de los textos propios de la enseñanza, libros de cuentos que el niño puede pedir en préstamo y llevar a su casa. Al frente de esa biblioteca está una bibliotecaria graduada en la Escuela para Bibliotecarios Escolares.

La biblioteca pública por su característica distintiva de universalidad temática, y acceso libre para todas las edades y profesiones, sin distinción entre los hombres de ninguna clase, presenta cierta complejidad en el momento de seleccionar personal para su trabajo. En la biblioteca pública generalmente comienzan a formarse las vocaciones entre los niños, ella asegura la formación de hábitos culturales tanto de niños, como de jóvenes y adultos, ayuda a formar al profesional, el obrero, al ama de casa y al científico.

Esta característica de universalidad de usuarios y conocimientos, obliga al bibliotecario, destinado a la atención al público, a formar una personalidad especial donde la amabilidad y el conocimiento de la colección existente en la biblioteca y de los recursos de libros con que cuenta el territorio, que abarca el radio de su biblioteca, constituyen parte de la auto formación práctica del bibliotecario.

Teniendo en cuenta las peculiaridades de las bibliotecas públicas en nuestro país se forman las bibliotecas, que se dedican a la atención de los niños, en las distintas escuelas, ya que sean estas de nivel medio o de nivel universitario en las que reciban las bases de conocimiento. Después de ser observados en su trabajo, durante algún tiempo, se les pide la redacción de una ponencia sobre diferentes aspectos y se reunen en un seminario de unos cinco días de duración para discutir las ponencias. El seminario se divide en Comisiones y al frente de cada Comisión

se sitúan bibliotecarios de experiencia y buenos resultados comprobados para evaluar los trabajos. Se garantiza de esta forma el intercambio de experiencia y la crítica colectiva y se toman acuerdos. El seminario es una de las actividades contenidas en el Plan Nacional para el completamiento de conocimientos y actualización de los bibliotecarios, este plan se establece para cinco años.

El plan anual se redacta, considerando la información obtenida en las visitas de inspecciones y visitas metodológicas, que realizan especialistas de la Dirección de Bibliotecas del, Ministerio de Cultura, de la Biblioteca Nacional y de las bibliotecas cuyos resultados han sido evaluados como buenos.

El contenido del plan de completamiento y de actualización de conocimientos contiene breves crusos sobre: psicología, infantil, literatura infantil y juvenil y actividades (tipo y formas para desarrollarlas) narración declamación.

Además se utilizan también visitas a bibliotecas infantiles de otros países que tienen con Cuba convenios culturales. En el trabajo con los niños en las bibliotecas provinciales, además de los bibliotecarios, trabaja un instructor de arte graduado en la escuela de nivel medio de instructores. Los niños que asisten a las aulas infantiles tienen una actividad anual competitiva que se titula «El Cuento Preferido». Cada año se realiza, además de este concurso de carácter narrativo y de dibujo infantil, otros concursos de dibujo sobre temas previamente seleccionados; los niños cubanos participan en los concursos internacionales convocados por países como Japón, India, Checoslovaquia y otros.

Todas las bibliotecas comienzan a trabajar con los niños, de su localidad, desde que estos estén en el Círculo Infantil. Las Salas infantiles sirven en un año a unos 3'500,000 usuarios.

Es necesario concluir diciendo que el trabajo con los niños y con los bibliotecarios para niños, en la forma que hemos descrito comenzó a desarrollarse en 1960. En 1985 cumplió su vigésimo quinto aniversario de experiencias.

Los bibliotecarios cubanos quieren, como quería, José Martí, «que los niños de América sean: hombres que digan lo que piensan, y lo digan bien: hombres elocuentes y sinceros» y piensan como el que «las niñas deban saber lo mismo que los niños, para poder hablar con ellas como amigos cuando vayan creciendo».....

Conclusiones:

- los bibliotecarios para niños reciben enseñanza integral en las escuelas para formar bibliotecarios, tanto de nivel medio superior, como de nivel universitario.
- una vez graduado como bibliotecario se situan en una biblioteca,

se les asignan tareas, se evalúan sus resultados y se clasifican de acuerdo con los resultados obtenidos en el trabajo.

- los bibliotecarios que demuestran mayor vocación y aptitudes para el trabajo con los niños se someten a estudios de completamiento de conocimientos y de actualización. Antes de encomendarles la redacción de ponencias para participar en seminario deben realizar pequeñas investigaciones, para lo cual un tema de investigación se divide en etapas.
- todos los bibliotecarios reciben cursos sobre metodología de la investigación.
- los bibliotecarios cubanos tratan de cumplir en su labor diaria el Manifiesto de UNESCO para las bibliotecas públicas.

GERMAN DEMOCRATIC REPUBLIC

Irmgard Dressler

I. INTRODUCTION

A short description of the country

(a.) GDR covers a territory of 108,333 square kilometres and has a population of 16,701,487 inhabitants, i.e. 154 inhabitants per km^2 (1983). The landscape is very diversified. Lowlands extend from the Baltic coast in the North to the South, interrupted by chains of hills. In the South, there are uplands, such as Thueringer Wald, Erzgebirge, Elbsandsteingebirge (Saxon Switzerland), Lausitzer Bergland and Zittauer Gebirge, and the Harz in the West. The arable land amounts to 6.3 million hectares (1 hectare = 2,47 acres). The GDR belongs to the temperate climatic zone.

The GDR has a highly developed industry. Engineering, plant construction, and the chemical industry are the most important branches, while electronic and electrical engineering are increasingly coming to the fore. The economy of the GDR shows constant growth, based on social ownership of the means of production, Socialist planned economy, and the ever closer economic and scientific cooperation with the Soviet Union and other Socialist countries.

(b.) There are 1,616,887 children up to seven years, 1,373,747 from 7 to 14, and 778,220 young people from 14 to 18.

(c.) The standard type of school for all children is the ten-grade general polytechnical school. After passing the examination of this school at the age of 16, young people can take up a professional training (apprenticeship, technical school) or can complete their education by attending an extended secondary school for two years, ending with an examination (Abitur). They also can take up training for a job, parallel with preparing and passing the Abitur examination in a three-year course. For university studies Abitur is required. 911 of 1000 children of preschool age from three years onwards attend kindergartens.

(d.) Attending school is compulsory for all children from 6 years onwards, so all children learn to read and to write. In order to help hand-

icapped children, there exist special schools, e.g. for blind children, mentally handicapped children, etc.

(e.) The language is German, but in the areas of Dresden and Cottbus districts live about 120,000 Sorbs (Wenden), the descendents of a West-slav tribe, who have the Sorb language as their mother-tongue. These Sorbs are equal, respected citizens of the GDR, whose Constitution guarantees the cultivation of the traditional old Sorb culture as well. In the schools of the Sorb settlements the Sorb language is taught along with the German language.

(f.) The number of books for children and young people published per year amounts to 800 titles in more than 20 million copies, the compulsory school text-books not included. (In 1983, there were published 802 titles of children and juvenile books in 23,027,000 copies, and, besides, 208 titles of textbooks in 22,994,000 copies). Children's books in Sorb language are published by the Sorb publishing House "Domowina", Bautzen.

Information on library services

(a.) The basic legal comprehensive document concerning librarianship in the GDR is the Library Act dating from May 31,1968. The Library Act summarizes all principles and requirements for the development of librarianship in the GDR, including library services for children. Besides, there are numerous other legal regulations for the various library branches and for special aspects of library work.

Also important for library work with children are the Agreements on Cooperation between the Ministry of Culture and the Ministry of Education concerning the cooperation between schools and public libraries (children's libraries), from 1963, and 1970. Recognizing the growing importance of library work with children within the public libraries' network, the Ministries of Culture and Education issued in 1976 "Joint Directives on the Library Services and on Library Work for Pupils of the Ten-Grade General Polytechnical Schools and the extended Secondary Schools". These Directives make the public libraries fully responsible for library provision to children. Besides, the schools have available book-stocks for teaching purposes for pupils and teachers as well on the school premises.

(b.) Every town and village is included within the public libraries' network. So, in general, all children can become library users.

The public libraries' network follows the territorial and administrative structure of the GDR. Within the network, there are special children's

libraries, in many cases run as departments of general public libraries, branch libraries for children or lending branches for children. In the public libraries of rural villages where the small number of children does not justify the existence of a special children's library, there are stocks of children's books.

(c.) Every child from 6 years onwards can register at a public library (children's library, children's department, etc.) and borrow books free of charge. Library services for children caters to children between the ages of 6 and 14. From the age of 14 onwards young people can use the public library (department) for adults. Books for the pre-school children are lent to the parents, and such collections are in the adult public libraries. Nearly 70% of the children between 6 and 14 are users of public libraries.

(d.) Library services to children within the public libraries' network are provided by librarians with general library education. In children's libraries and children's departments the librarians can specialize in library work with children, e.g. by courses, in-service training, individual reading, etc. In the part-time directed public libraries in small villages in rural areas library service is done by para-professionals. In children's libraries and departments nearly all librarians are women. They are paid according to the general standard wages for public libraries, which are equal for men and women, for children's and adults' departments. Payment is specified according to rank in the various libraries and qualification.

(e.) The Central Institute of Librarianship (Zentralinstitut für Bibliothekswesen) is the centre of research, centralized services, and methodological guidance for the public libraries, including library services to children. The most important centralized services for library work with children are: the weekly information bulletin on books (including children's books) going out of print soon (Informationsdienst für den Bestandsaufbau der Staatlichen Allgemeinbibliotheken und Gewerkschaftsbibliotheken) enabling the librarians to make their decisions which books to order; the series of printed annotated catalogue cards; the series of the loose-leaf illustrated bibliographies of children's books. The Central Institute of Librarianship works in close cooperation with the Library Department of the Wholesale Booktrade Leipzig (Abteilung Bibliotheken des Leipziger Kommissions- und Großbuchhandels) which delivers the books ordered by the librarians, supplied with library materials and, in part, in a special strong binding for libraries. In the Supply Centre for Office Equipment (Versorgungskontor Bürobedarf) in Leipzig, there is also a Library Department (Fachabteilung Biblio-

theksbedarf) which delivers furniture, technical equipment, etc. for libraries. Methodological guidance in the field of library work with children is not only provided by the Central Institute of Librarianship, but also by the district libraries (Bezirksbibliotheken) and sub-district libraries (Kreisbibliotheken). At the Ministry of Education is a Centre for Children's and Juvenile Literature (Zentralstelle für Kinder- und Jugendliteratur) which issues yearly a list of children's books recommended for the book-stocks in schools, gives recommendations for the Pupil's Book Club, etc.

In 1970, the Board on Socialist Children's Literature (Kuratorium sozialistische Kinderliteratur) was founded. Members of this Board are representatives of all central institutions dealing with children's books. It publishes the "Beiträge für Kinder- und Jugendliteratur". The Board is supported by the GDR Centre of Children's Books (DDR-Zentrum für Kinderliteratur), working as a centre for co-operation, research work, and promoting children's books.

The Author's Association of the GDR (Schriftstellerverband der DDR) has regional sections for the authors of children's books.

Festivals of Literature for Children and Young People (Tage der Kinder- und Jugendliteratur), a Children's Book Day during the National Book Week, etc. help to promote children's books and children's reading, too.

II. ORGANIZATION OF TRAINING FOR LIBRARIANSHIP

Library education is provided in three levels - at university; in library schools; by apprenticeship. A successful examination at a lower level permits access to the next level.

University level

(a.) University studies of library science are provided at the Humboldt-Universität Berlin (Institut für Bibliothekswissenschaft und wissenschaftliche Information).

(b.) Duration of the studies is four years (theoretical courses). Besides the students practise in a library during the university holidays for 15 weeks (field work). Extra-mural studies (correspondence courses) with a duration of four years and six months are possible for persons already working in a library, who are graduates of a library school or have Abitur.

(c.) The syllabus is divided into basic training and professional training in all fields of library science.The subjects cover among others: Marxism-Leninism, languages, general library science, stocks/cataloguing, work with library users, planning, management, and organization of libraries, library construction, equipment and technology, mathematics, bibliography, history of librarianship, information and documentation science, theory of science, science classification, theory of culture, etc.

(d.) The students can attend a non-compulsory lecture on "Library Work with Children". Besides, since 1984, a special seminar on library work with children takes place for students who write their examination paper on a topic in this field.

(e.) For entrance, Abitur or the successful examination of a library school is required.

(f.) The teachers (Professoren) have, in general, studied at a university, they have, in part, academic degrees (Dr. phil., Professor).

(g.) At the end of the studies there are written and oral examinations. Besides, a paper of about 60 pages on a topic in the field of library science must be written. (E.g. 1984 four students had such papers concerning library service to children.).

(h.) The graduates of the university can do research work in order to gain a doctor's degree. When they work in a library they participate in the further training for all librarians, too. The graduates of university, in general, are placed in managing positions in library systems, not in children's libraries. The second type of university training for librarians is a study in a special subject combined with an additional shortened training in library science at the Humboldt University Institute mentioned above. This shortened training is a post-graduate correspondence course of two years for graduates of university.

Library school level

(a.) There are three library schools - two for librarians in research libraries and special libraries, and one for librarians in public libraries and trade union libraries, including children's libraries. The following concerns the Fachschule für Bibliothekare "Erich Weinert", Leipzig, which is training the librarians for public and trade union libraries, including children's libraries.

(b.) Duration of the studies in this library school is three years: two years are theoretical courses, the third year is field work (practice) in a library. Extra-mural studies (correspondence courses) take four years and six months. (A few years ago, there was a duration of four years, of which one year was devoted to specialization in a special field of librarianship, e.g. library service to children).

(c.) Subjects covered are: Marxism-Leninism, languages, theory of culture, theory and history of socialistic literature, world literature, children's literature, science of science, book publishing, fundamentals of pedagogics and psychology, mechanization and automation of libraries, fundamentals of statistics, information and documentation, library history, foreign librarianship, function and structure of the GDR library system, planning and management of library work, stock building, alphabetic cataloguing, subject cataloguing, bibliographical information, promotion of books, etc.

(d.) Library work with children is a compulsory part of the curriculum for all students.

(e.) Requirements for entrance are matriculation (10 or 12 years of school). It is expected that the students beforehand have been working in a library for some time. The applicants for the correspondence courses are to work full-time or part-time in a library during their training period.

(f.) The instructors are expected to have graduated from a university as well as completed additional educational studies; the lecturers in the subjects of library science are further expected to have a librarian's training. In the libraries where the students do their practice the librarian working as tutor will have specially qualified for his tutorship by means of seminars and written instructions of the Erich Weinert School of Librarianship.

(g.) There are written and oral examinations. In addition, a paper of about 30 pages must be written on a subject in the field of librarianship.

(h.) The library school provides postgraduate courses with a duration of five days on various subjects in order to bring the knowledge of their graduates up-to-date. Participation in these courses is not compulsory. When the graduates work in a library, they participate in the further training for all librarians. They may also begin a university study in library science.

Apprenticeship in library work

(a.) The training of library assistants (skilled workers) is achieved by apprenticeship in a library and by attending a course in the professional school for library assistants (Betriebsberufsschule für Bibliotheksfacharbeiter), Sondershausen.

(b.) Duration of training period is two years, including the theoretical study in Sondershausen with a duration of eight months. The remaining time they are trained on the basis of apprenticeship contracts in selected libraries imparting knowledge, abilities and skills in library work.

(c.) The apprentices learn above all technical and technical-organizational tasks, i.e. technical handling and ordering, inventory, etc. of books, periodicals, records, etc., cataloguing of publications in German and Russian languages (easy entries), duplicating and copying of catalogue cards, etc., book-mending.

(d.) Training in such technical work is not specified, but all get some information on library work with children as well.

(e.) For this training the applicants must have finished the ten-grade general polytechnical school which is compulsory for all children.

(g.) There are oral and written examinations.

(h.) A successful examination permits one to take up study at the library school. Graduates working in libraries must participate in the further training for all librarians.

III. CURRICULUM FOR TRAINING FOR LIBRARY SERVICES TO CHILDREN

There is no special training for children's librarians. All students receive a certain amount of basic knowledge of children's literature and library work with children, esp. in the library school (Fachschule für Bibliothekare "Erich Weinert"). A few years ago, we had a 4th year of specialization at this school, among other subjects for library work with children. Now, a post-graduate correspondence course in library work with children is prepared, also at the library school.

Subjects of basic training for all students at library school

Children's literature – 108 hours

This subject for all students covers: history of children's literature; the various genres of children's literature (picture books, non-fiction, poetry, prose, etc.) with examples; role of children's literature in education. The students are also informed on library work with children in general.

Treatment of children's literature in the other literary subjects

In the subject of German literature the authors who have written children's books or whose works are important for children (e.g. Grimm; Renn) are treated, too. The same is true for the subject of foreign literature where authors like Cervantes, Dickens, Defoe, etc. are also dealt with. In the subject of literary aesthetics the basic problems of literature (theoretical problems, types, genres, etc. of literature) are discussed.

Treatment of library work with children for all students in the subjects of library science/librarianship

Special problems of library work with children are treated within the following subjects: Rôle and function of librarianship; stock-building; pedagogics and psychology of library services; information and work with library users; history of librarianship; bibliography; cataloguing and classification. Each of these subjects covers 72 or 54 hours, the number of lessons/hours for library work with children depends upon the teacher as well as the possibilities within the subject. Examinations are oral and written.

The students can choose the theme of their final examination paper within a number of themes recommended by the library school, and according to the type of library in which they practise in the 3rd year and in which they want to work after their training. So, they can choose a theme of library work with children. Examples for such themes in the last years: Cooperation with parents of pre-school children and library services for pre-school children; Periodicals for children in the children's library; Library tours for school-classes in the libraries. In this final paper the student must combine the theory with the practical problems in the library.

Practice for the students in library services to children

All students have three weeks of practical work in children's holiday

camps, and, moreover, if they intend to work in at children's library, they can spend the 3rd year of training practising in a children's library. So they can gain experience in all fields of library service to children.

IV. FURTHER TRAINING / ADVANCED TRAINING

Further training/advanced training is very important for all librarians to complete, to deepen and extend their knowledge in all fields of library services. So the library staff of all levels participates in systematically organized advanced training. The specialization for children's librarians is, moreover, in part provided by such advanced courses, especially now.

(As mentioned above, a few years ago there was at the library school a 4th year of specialization for library work with children, and now preparations are going on to provide at this school extra-mural correspondence courses with a duration of two years for the specialization in library services to children i.e. post-graduate studies for librarians who are graduates of the library school).

Further training in the field of library service to children is provided by:

a. Courses at the library school

Short courses with a duration of one week are yearly provided by the Fachschule für Bibliothekare "Erich Weinert", among others for librarians working in children's libraries. The participants are informed on new developments in this field, have lectures on children's literature, book illustrations for children, new media, etc. Participants are selected by the libraries. It must be said that the library school is responsible for the further training of their graduates. Such short courses are also held i.e. at the Betriebsberufsschule für Bibliotheksfacharbeiter Sondershausen, but they don't specialize in library service to children.

b. Participation in librarians' study groups of children's librarians on the district level

All district libraries organize within the framework of their methodological guidance regular meetings (in general, once in about three months) of the children's librarians where they provide further training as well. Those responible for these groups (heads of the department children's libraries of the district library, in general) have guidance for this work from the Central Institute of Librarianship. The Central Institute of Librarianship also offers lectures for these groups. Some dis-

trict libraries, moreover, organize seminars or courses (in part, in cooperation with the cultural academies of the respective district, with the district group of the Library Association of the GDR, etc.) for children's librarians.

In these study groups on the district level all librarians (full-time professionals) working in a children's library within the district can (or must) take part. The courses are held during the working hours, travel costs are paid, and the participants get – according to the regulations for official journeys – per diem allowances.

c. Participation in the librarians' study groups on the sub-district level

For discussion of current problems, etc. in the sub-districts the sub-district libraries provide regularly meetings of all full-time working people in the libraries of the sub-district. From time to time problems of library work with children are discussed as well. The Central Institute of Librarianship publishes regularly materials to help the district librarians to organize this further training. E.g. in 1984, the Central Institute of Librarianship published such a material (Anleitungsmaterial für Zirkelleiter der Weiterbildungsseminare für hauptberufliche bibliothekarische Mitarbeiter Staatlicher Allgemeinbibliotheken. Thema: Die Aufgaben der Staatlichen Allgemeinbibliotheken auf dem Gebiet der Bibliotheksarbeit mit Kindern, insbesondere bei der Gewinnung der Kinder für die Bibliotheksbenutzung), dealing with special problems and tasks to make of all children library users, as a base of further studies in all sub-districts of the GDR and for all full-time working librarians.

d. Further training for part-time working para-professionals

As mentioned above, in the villages the small public libraries are run by volunteers, para-professionals. Regularly, training sessions for these library workers are provided by the sub-district libraries. Of course, library service to children is often theme of such training. The groups come together once a month. The Central Institute of Librarianship provides guidance to these study groups by materials for the study group leaders.

e. Other possibilities

The above mentioned "Joint directives on cooperation between the Ministry of Culture and the Ministry of Education..." of 1976 offer the possibility for librarians to take part in the teachers' further training when they want to do so, and likewise teachers may join the study groups of librarians. But until now, this very seldom happens, because

the working hours differ. The GDR Centre of Children's Literature provides in Berlin lectures on children's literature (Seminare des DDR-Zentrums für Kinderliteratur), and many children's librarians from Berlin and the surrounding districts take part.

Last but not least, the librarians can study the publications as well as the articles on library services to children published in the library journals.

V. GENERAL COMMENTS ON POSSIBLE DEVELOPMENTS

(a.) Library work for children has been very much developed in the last years, i.e. now one of three library users in the public libraries in the GDR is a child. But not all children use children's libraries with a specialized staff. So not all librarians providing library services to children have the required knowledge of library services to children and children's literature; they don't attend the children's librarians' study groups of further training, and – dealing with adults as well as with children and young people – they partly underestimate the importance of library services to children. Therefore, the hours for library services to children in the basic training for all librarians are not sufficient, esp. at the university level, and more publications in this field are required (also for the students and the teachers in library education).

The specialization for library service to children should be systematically organized (as it was and will be).

(b.) It is planned to have more themes about library services to children and children's literature in the framework of further training for *all* librarians.

At the Leipzig library school a post-graduate study (correspondence courses) on library service to children with a duration of two years for librarians working as children's librarians who are already graduates of the library school is being prepared.

NIGERIA

Virginia W. Dike

INTRODUCTION

Nigeria, a country situated on the coast of West Africa, has an estimated population of 80–85 million, making it Africa's most populous country[1]. The population density in 1981 was 86 persons per kilometre, although population is heavily concentrated in certain areas. The rural population as of 1980 was estimated at 80%, while the remaining 20% live in rapidly expanding urban centres. Among the largest cities are Lagos (992,000), Ibadan (936,000), and Kano (441,000). A number of other State Capitals have populations in the 200,000 to 300,000 range. The population is made up of over 250 ethnic groups, the major ones being the Hausa, Yoruba, and Igbo. It is a young population, with children under fourteen years making up over 40% of the total.

The country covers an area of 923,769 square kilometres. The topography ranges from mangrove swamps along the coastal deltas, to tropical rain forests in the south, extending through hilly ranges and varying gradations of savannah until reaching the fringes of the desert in the north.

Prior to the 1970's the Nigerian economy was based on agriculture with such export commodities as palm oil, cocoa, groundnuts, timber, and hides. However, in the last ten years the economy has become almost completely dependent on petroleum, which has come to account for over 90% of earnings. Although the majority of the economically active population is still engaged in agriculture, food production has declined, while at the same time the population is rapidly increasing. The need is therefore seen to diversify the economy and encourage agricultural production.

Education has expanded rapidly in the years since independence in 1960. In the 1970's the number of pupils in primary schools more than tripled, increasing from 3.5 million in 1970 to 12.7 million in 1979, while students in secondary schools similarly increased from 0.3 million in 1970 to 1.2 million in 1978. Basic educational policy is set by the federal government, but administration of secondary and primary schools is in the hands of the state and local governments respectively. The National Policy on Education of 1977 introduced a 6–3–3–4 educational structure, made up of six years of primary school (from about ages 6 to 11 years), followed by three years of junior secondary school (for ages 12 to 14 years). The higher levels, for those who continue, are three

years of senior secondary school and four years of university. Previously, students proceeded to the tertiary level after five years of secondary school.

The expansion of education has led to a higher literacy rate, which was estimated at 34% in 1980. However, the remaining 66% of the population, (54.4% of the males and 77.0% of the females) remain illiterate.

Language is a complicating factor, since there are over 250 Nigerian languages and only a few have any written literature. English remains the official language and the language of education, although there have been some attempts to expand the use of Nigerian languages at the primary school level. Arabic is also in use as a language of religion and learning in the Muslim north.

The great majority of books are imported. However, the output of the local book publishing industry, including both indigenous publishers and local branches of international publishers, has increased in recent years, with 2,316 titles published in 1980. In 1978, children's books accounted for 84 titles (including both books and pamphlets) out of a total of 1,175 titles, while school texts accounted for 881 titles. According to the 1983 edition of *African Books in Print*, Nigeria has 209 books of children's literature in print, with an average of 20 per year for the years between 1977 and 1981. A few children's magazines have also appeared. These are encouraging signs of progress, but unfortunately continued progress is threatened by the current economic adversity.

Nigerian Library System

Nigeria has a national library, but public libraries are administered as separate systems by each state government. There is no national library legislation, either with reference to library service to children or school libraries. Mention, however, is made of school libraries in several clauses of the National Policy on Education (1977), for instance:

> Libraries are one of the most important education services. Every State Ministry needs to provide funds for the establishment of libraries in all our educational institutions and to train librarians and library assistants for this service[2].

Implementation, however, is left to state and local governments, and the reality is that very few primary schools have libraries and very few secondary schools have adequate ones.

Public library services are the responsibility of the 19 state governments, and both patterns of administration and the extent of services vary considerably. According to the UNESCO Statistical Yearbook of 1983, there are a total of 52 points of service and 481,000 volumes for all state library systems combined. The more developed state library

systems have a central library in the state capital, divisional or branch libraries in some other urban areas, and extension services, such as bookmobiles, to rural areas and schools. For example, Bendel State with an estimated population of 3.7 million, has a central library, 18 branch libraries, and 5 bookmobiles which cover 220 service points. Its public library has played an active role in developing school libraries. Or, Anambra State (pop. 5.4 million) has 7 libraries and 2 bookmobiles; Imo State (pop. 5.5 million) has 10 libraries and 3 bookmobiles; Lagos State (pop. 2.5 million) has 5 libraries and a bookmobile; and Kano State (pop. 8.6 million) has 11 libraries and extension services to schools. This is not to say that library service adequately covers either urban or rural areas, but in some states a certain level of development has been attained.

Children's services are an accepted part of public library work and the larger public libraries have separate children's departments or even special children's libraries. In smaller branch libraries the same staff and collections serve both children and adults. Some emphasis is placed on children's services, even though the great majority of library users are students and workers ages 15 to 34 years, who use the library for study purposes. Children's library services include storytelling, games, films, art activities and competitions. Typically, there are weekly storyhours and occasional special events.

Public library staff usually rotate from section to section, so there are no special categories of staff permanently assigned to the children's section and no discrimination in salary and promotion opportunities. However, professional librarians tend to prefer academic and special libraries to public library work, and the overall qualifications of public librarians are somewhat lower than for other types of libraries, with a larger number of non-graduate professionals concentrated there[3].

The qualifications of staff serving children's departments vary. Out of 10 state libraries which responded to a questionnaire on the subject[4], five had children's sections headed by a professional librarian, that is, professionally trained graduates or holders of A.L.A. Four others were headed by paraprofessionals (holders of a 2-year diploma) and one by library assistants. In smaller libraries the same staff serve all users. Such libraries may have a professional or paraprofessional supported by one or more assistants, or, in other cases, library assistants only. Few staff serving children have any special training in library work with children. Only one librarian was described as a specialist in children's services. Some others, especially the diploma holders, had one course in library work with children as part of their preservice training.

In some cases, induction courses for library assistants include a unit on children's services, as with the 3-month course given at the Anambra State Library.

School libraries are usually run by teachers without any library qualification. During their teacher education some may have taken one or more courses designed to introduce them to school librarianship. Others may have attended short in-service courses lasting anywhere from one week to three months. Recently, several universities and colleges of education have developed more extensive programmes for teacher/librarians, and a higher number of trained personnel should be available in a few years.

Centralized services on the state level are undertaken by some public library systems, which have played an important role in encouraging development of school libraries. Public libraries can offer their centralized structure and corps of professional librarians to school libraries, while schools can give the public library access to the grassroots. The state libraries have provided valuable assistance in several areas, among them advice in setting up and running libraries, provision of materials, assistance with acquisition, and training of school library personnel. For example, the Bendel State Library set up a book depot to assist schools with selection and acquisition. Teacher/librarians can select books from lists prepared by the library or through first hand inspection at the depot's showroom. Books are then acquired through bulk purchase and centralized processing, greatly reducing the problems usually encountered by schools working on an individual basis.

Kano and Oyo State Libraries both carry out a programme of school visits, during which librarians inspect school libraries, deliver book boxes, teach use of books and libraries, and conduct storytelling and other activities. In Anambra and Bendel States, the state libraries have organized a number of short courses for training serving teacher/librarians.

University departments of library science/studies and relevant associations act as consultants for children's library services, by organizing workshops and seminars, compiling bibliographies and undertaking research. For example, the Department of Library Studies at Ibadan, through its Abadina Media Resource Centre, has organized workshops on writing for children and the use of folklore in children's literature. The national branches of IBBY and the International Reading Association, and the Nigerian Book Development Council have also organized conferences on children's literature, reading, and children's services. The Ife Book Fair, held each year at the University of Ife, is yet another national forum for issues relating to children's books. Research has focused on such areas as survey and analysis of Nigerian children's literature, oral literature, readers' behaviour and preferences, reading promotion techniques, user education and school library development and use. Reviews of children's books appear in newspapers and library journals from time to time or as new titles appear.

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ORGANISATION OF TRAINING

Training of librarians in Nigeria is primarily the responsibility of the universities. Six out of the approximately twenty Nigerian universities offer programmes in library science. These include the University of Ibadan, Ahmadu Bello University, University of Maiduguri, Bayero University, Imo State University, and University of Nigeria, Nsukka[5]. The department of library science is usually within the faculty of education. Among the programmes offered are:

1) Diploma in library science, a two-year sub-degree programme for training paraprofessional staff;

2) Bachelors degree in library science, a 3 or 4 year programme, usually combining library science with one or two academic subjects and leading to a B.L.S., B.A. or B.Sc. Degree;

3) Postgraduate studies, leading to the Postgraduate Diploma, Masters Degree, or Doctorate.

Some universities also offer programmes to education students, in which library science is taken as one of their teaching subjects, in order that they might serve as qualified teacher/librarians.

The diploma programme is offered by Ibadan, Ahmadu Bello, Maiduguri and Bayero, while the bachelors degree programme is offered by all except Ibadan. Postgraduate Studies, up to the doctorate level, are available at Ibadan and Ahmadu Bello, the two oldest library schools.

In addition to the universities, colleges of education in Anambra State offer programmes for training teacher/librarians at the Nigerian Certificate in Education level (3 years of post secondary education). Some colleges of technology, such as that of Imo State, also offer a 2-year diploma programme in library science.

Subjects covered vary from school to school but include the basic areas of library science. A typical diploma programme includes required courses in cataloguing and classification, reference, bibliography, selection, history/sociology of libraries, administration, technical services and library practice. Two programmes, at Ahmadu Bello and Bayero, require a course in library service to children. The diploma programme is distinguished from the degree programme by its greater practical emphasis and lack of combined or subsidiary subjects.

The degree programmes are for three or four years, depending on the student's entry qualifications. Candidates for library science must meet the university's minimum entry requirements, just as candidates for any other programme. The basic qualification for the four year programme is successful completion of secondary school as evidenced by at

least five credits in the school certificate examination. Selection is on the basis of a nationwide university entrance examination. Candidates for direct entry into a three year programme must have a post secondary qualification, such as advanced level papers, a diploma or the Nigerian Certificate in Education.

Degree programmes include library science, one or two other subjects, and general studies. This structure is designed to give students both the broad educational background and professional knowledge required of librarians. For instance, students on the three year programmes at Ahmadu Bello and Bayero take library science and two subsidiary subjects in their first two years, while concentrating on library science in their final year. Students on the four year programme at Imo State take library science and a minor subject. Maiduguri and Nsukka offer three and four year programmes with a similar structure. The four year programmes, for instance, are structured as follows:

Minimum hours of:

	library science	1st subsid.	2nd subsid.	lang. & maths.	general studies
Maiduguri	570	435	225	120	180
	library science	combined subject	education		general studies
Nsukka	660	800+	150	–	180

Basic areas covered by courses include:

	Hours	
	Maiduguri	Nsukka
1. foundations	60	90
2. technical services	120	150
3. reference and bibliography	150	150
4. administration	90	60
5. research methodology and project	90	60
6. library practice	60	120

Additional electives may be selected in areas of special interest, including library service to children. All the degree programmes offer from one to three electives in this area. However, it should be noted that none of the degree programmes allow for much specialization. Provision is made for relatively few electives within a general library training. There is, therefore, no special programme to train children's li-

brarians; at most, interested students take several electives relating to children's services.

Course work at all levels is both theoretical and practical and is evaluated by written examinations, term papers, other written assignments, and practical exercises. All programmes include library practice, during which students are assigned to various libraries for a period of some weeks. Students also write a project or thesis in the final year, which is usually defended orally.

Postgraduate programmes cover similar areas at a more advanced level. Various programmes at the masters and doctorate level differ in the relative weight given to course work and research. But research leading to a thesis or dissertation is at the very centre of the postgraduate programmes.

The basic qualification for university lecturers in Nigeria is a Masters Degree, but increasingly a Doctorate is becoming the norm. Lecturers in library science generally hold at least a Masters Degree, but relatively fewer of them have a Doctorate than is found in other departments. For example, at the University of Ibadan, out of 14 regular academic staff, three have a Doctorate, one has double Masters, nine have a Masters plus a Postgraduate Diploma or similar qualification and one has a Masters only. At Ahmadu Bello, out of twenty staff, three have a Doctorate, three have double Masters, and eight have a single Masters. In addition, there are six assistant lecturers/graduate assistants holding only a first degree. This is, however, likely to be a temporary situation until they upgrade their qualification through study leave or part-time postgraduate studies.

CURRICULUM FOR TRAINING OF CHILDREN'S LIBRARIANS

Library science students in Nigeria receive a general library training with some provision for electives. The six universities all offer courses in library work with children, but in most cases these are electives rather than required courses. For instance, while all four diploma programmes offer a course in children's services, only two, at Ahamadu Bello and Bayero, require it. At the degree level all the schools offer one or more electives on children's services and literature, as do the two schools with postgraduate programmes.

Areas covered by a single course on library services to children can be seen by the following sample course descriptions, one taken from each level of study:

- *Library Service for Young People (Ahmadu Bello)*
  Types of literature for young people. Selection problems with particular reference to Nigeria. The role of public and school libraries

with some reference to organisation and administration. Reading and language difficulties.
diploma – 2 lectures per week – required

- *Library Service for Young People (Bayero)*
  Development and organisation of children's and school libraries; mental growth of children and adolescents; linguistic and reading ability; reading interests; guides to children's literature, including bibliographies and catalogues; special types of materials; selection and exploitation of materials.
  degree – 1 of 6 final year courses – optional

- *Children's Literature and Library Work with Children (Ibadan)*
  History and development of children's literature – myths, folklore, picture books, survey of international examples with special reference to African children's literature; story telling, book talks, radio, and work with children.
  postgraduate – 30 hours – elective

From the descriptions it can be seen that major areas covered include children's literature, selection of materials, organisation of children's services, library activities, and reading development.

The Universities of Maiduguri and Nigeria offer separate courses on literature and library services to children. For example, Maiduguri offers the following two courses:

- *Literature for Children and Adolescents (Maiduguri)*
  Characteristics, needs and reading interests of children and adolescents; development of children's literature – folklore, legends, myths, fantasies, picture books and modern imaginative literature; adventure, biographical fiction, love, sporting works etc. for adolescents; criteria for selection of materials; standard selection aids; problems of book publishing for young people in Africa; role of the librarian and the teacher in promoting reading habits and interests of children and adolescents.
  degree – 30 hours – optional

- *Library Service to Children and Adolescents (Maiduguri)*
  Objectives of library service to children and young adults; types of programmes; story-telling; book talks, radio, round-table discussion, music, film etc.; school-public library co-operation; qualifications of library staff; second language and reading difficulties; status of library services to children and young adults in Nigeria;

special services to the reluctant, handicapped or culturally disadvantaged.
degree – 30 hours – optional

The course descriptions show these courses to be quite comprehensive, almost too comprehensive for 30 hours of work. Almost all basic themes are touched upon. The University of Nigeria offers similar courses but further divides literature into that for children and for young adults.

It can be seen that the courses offered in children's literature/library services cover a number of basic topics relating to the area. However, all these courses, with the exception of diploma courses at Ahmadu Bello and Bayero, are optional[6]. While in some cases the choice is quite limited, in others such courses are only one or two out of many electives that might be selected. Are there, then, any other courses where aspects of library service to children might be covered?

Courses Relating to Education and Schools

A related course which might introduce elements of library service to children is one on the relationship between libraries and education. Both the University of Nigeria, Nsukka and Maiduguri offer such courses at degree level, and at Nsukka the course is required. Maiduguri and Ibadan offer similar courses at Diploma level. Typical course content is as follows:

- *The Library in Education – Primary Schools (Ibadan)*
  To familiarize teachers and libraries with ways of supplementing formal classroom teaching through use of library resources with specific reference to the syllabus for teaching effective use of books and libraries in the Primary School.
  diploma – 30 hours – elective

- *Library Resources in Education (Nsukka)*
  Relationship between libraries and education; functions and purposes of education; educational functions of public, school and academic libraries with special reference to developing countries; role of libraries in adult education and community extension services; library as resource centre and resource production centre; the library as a teaching instrument; instruction in the use of library and information resources.
  degree – 30 hours – required

Most schools also offer courses in school librarianship. In some cases these are optional courses for library science students while in other cases the courses are intended primarily for education students. Typically, the course is for 30 hours. For instance, at Maiduguri the course is one of a series of options on the administration of various types of libraries:

- *Organisation and Administration of School Libraries and Media Resource Centres (Maiduguri)*
  Structure and objectives of Nigerian primary and secondary education; co-operation between school and public libraries; the role of the school administration in the development of the school library; development and problems of school libraries in Nigeria; federal and state government support; government; organisation and control; standards; personnel; collections; budget; services; building; equipment; and evaluation.
  degree – 30 hours – optional

In contrast, the University of Nigeria, Nsukka offers a general course designed to introduce future teachers to the use and administration of the school library:

- *School Librarianship (Nsukka)*
  An introductory course designed to acquaint education students with the principles and practice of school librarianship; education and the school library; school libraries in Nigeria; the library collection; criteria and sources for selection; organisation of library materials; reference services; use of the library by students and teachers.
  degree – 30 hours – elective

At Ahmadu Bello, Maiduguri and Ibadan, a series of courses are offered to education students interested in specializing as teacher/librarians. Such education students at Maiduguri take courses in children's literature, library service to children, school libraries and media librarianship, in addition to other library courses. The same obtains at colleges of education in Anambra State, where students may offer library studies as a teaching subject. In this case, students take about one third of their courses in library science, with emphasis on school libraries and services to youth. These are the students with perhaps the greatest specialization in children's library services.

Library Science students might also gain necessary background from education courses, such as foundations of education, educational psychology and curriculum. These would all be taken by education stu-

dents offering library science as a teaching subject. They are also available to library science students taking education as a subsidiary. For instance at Ahmadu Bello, library science students take 60 hours of foundations, 120 hours of educational psychology and 60 hours of curriculum. At Maiduguri, students offering education as a subsidiary take 60 hours of foundations, 30 hours of educational psychology and 30 hours of curriculum. At Nsukka all library science students take 40 hours of foundations and 80 hours of educational psychology.

Other Courses

Another relevant course offered by most library schools is one in media librarianship or audiovisual resources. With the exception of diploma and postgraduate courses at Ibadan, these courses are optional. The following courses are typical:

- *Librarianship of Audio-Visual Materials (Ahmadu Bello)*
  Evaluation, selection and utilization of audio-visual materials to serve various clienteles in libraries and other information centres. The role of audio-visual media and instructional technology in education.
  degree – 60 hours – optional

- *Selection and Use of Audio-Visual Equipment and Materials (Ibadan)*
  Selection tools, organisation and services, production of audio-visual resources and study kits.
  postgraduate – 30 hours – required

Ibadan offers considerable specialization in this area with three required courses at diploma level and one required and one optional course at postgraduate level.

Courses on the sociology of libraries might also offer insights into library service to children. For example, a required course at Ahmadu Bello includes consideration of:

> ... the education system...the role of reading in different types of community; language problems; the nature of culture and the problems of traditonal culture faced with modernization ...

Ibadan's required postgraduate course on *Oral Evidence and Cultural Studies* is also of relevance, since it studies the nature, recording and use of oral tradition, including presumably those forms used with children. Moreover, Ibadan includes study of materials for the handicapped, including children, in the diploma media course and a postgraduate elective. Finally, although the course descriptions give no evidence of

this, optional courses on public libraries should include consideration of services to children among other aspects of public library work.

From all these courses it is possible for interested students to get a good background in library service to children. However, it is by no means inevitable that the majority will do so, since most of the courses are optional.

Methods of Teachings and Evaluation

Most library schools have opportunities for practical work in a children's library. In three cases, there are children's libraries within the university campus. At Ibadan, the Abadina Media Resource centre is a model children's/school library attached to the Department of Library Studies. At Ahmadu Bello, the Samaru Public Library, which is run by the Department of Library Science, gives opportunities for practical work with children, and a certain number of hours are required for those taking library services for children.

At Nsukka, the Children's Centre Library, set up by the University Women's Association, offers opportunities for work with children.

Imo State and Bayero Universities are situated in cities, Owerri and Kano, with public libraries which include children's departments. The University of Ibadan likewise has access to such facilities at the Oyo State Library. Only the University of Maiduguri lacks such opportunities at present.

Students at all universities have opportunities for special papers on children's library work, either as term papers or bibliographical projects within related courses, or as their final year project or thesis. Several students at Ahmadu Bello have written undergraduate projects on such topics as:

1. Reading habits and interests of children in Kaduna State Library Headquarters;
2. Problems of providing library services for children with particular reference to Samaru Public Library;
3. A critical assessment of some works of Nigerian children's fiction and their suitability for their readers;
4. Reading trends among children in the ABU Staff School.

Students at Maiduguri have written several projects on school library services in various parts of the country, as have education students at the University of Nigeria, Nsukka. On the postgraduate level, Masters dissertations at the University of Ibadan have included such topics as:

1. An evaluative study of children's books published in Nigeria;
2. Use of the school library by teachers in some secondary schools in Ibadan;

3. Secondary school library services in Oyo State.

Teaching is done by lecture, small group sessions, practicals, written assignments and examination. For instance, at Nsukka students have a lecture on picture books. They then divide into small groups of about six, where they write an individual book review on one picture book and discuss all books within the group. Key points are then shared within the larger lecture.

Term papers are another important means of teaching. Students have been asked to write a ten to fifteen page paper discussing the role of the library in helping a child develop his identity, whether sexual, national, or any other. This would include relating the concept of identity to the Nigerian situation, discussing specific ways the library could contribute, and compiling an annotated bibliography of relevant materials. Or, students were asked to relate the library to Nigerian culture by exploring, through use of informants and library research, relevant aspects of oral literature, creative expression, and recreation. They then drew up a detailed programme for their incorporation into the library resources and activities.

Examinations are made up of objective questions, essay questions or a combination. Examples of essay questions from Nsukka include:

1. What contributions can fantasy tales make to a child's development?
2. Discuss two ways in which the school library can contribute to the educational developments of students.
3. Discuss the role of the fiction collection in a library for young people. What types of fiction would you emphasize and why?
4. Draw up a proposal for a book corner in a primary school classroom outlining the educational objectives, materials to be included, and uses made by pupils and teachers.
5. You are considering the inclusion of the following (controversial) book in your library and have been warned some people may object. What issues would you consider and how would you defend your decision?

IN-SERVICE TRAINING

In-service training is carried out by several agencies, including libraries, library schools, and library associations. In most cases the training is for untrained staff rather than for professionals or paraprofessionals.

Several state libraries, including those in Anambra and Bendel States, offer three-month long vacation courses to teacher/librarians and library assistants. The Anambra and Imo States School Libraries Associations, the Lagos State Library and the Teacher Resource Centre, Jos all offer annual one-week courses for teacher/librarians, while the Aba-

dina Media Resource Centre has organised a variety of courses and workshops.

There are few opportunities for professional and paraprofessional staff. These are limited to occasional workshops and conferences, such as those on writing for children and folklore mentioned earlier. A number of libraries emphasized the need for such opportunities.

SUMMARY AND RECOMMENDATIONS

We have seen that library education in Nigeria offers general library training with little opportunity for specialization in children's library services. With two exceptions, courses in library work with children are not required. And related courses in education and media librarianship are required in only a few instances.

However, all programmes offer at least one course in children's library services, and most offer related courses in school libraries or libraries in education, and media librarianship. Three degree programmes require or offer a subsidiary in education, and a number of students may have previously acquired teaching qualification. All but one school have opportunities for practical work with children, and all have provision for special papers or projects in the area. It is, therefore, possible to get a good introduction to library work with children if the student so desires, but it is not required.

Several respondents, both in the public libraries and library schools, expressed dissatisfaction with the present level of training and made suggestions for change. Three different areas of need were mentioned.

1. A number stated the need for specialist training in library work with children at either the degree or postgraduate level. Such librarians could provide leadership in planning children's library services on a wider scale. This specialization is probably more feasible at the Masters level because such students already have subject background and may have previous training in library science. Moreover, with their previous library experience and greater maturity, some may have developed a commitment to library work with children. The degree programme, on the other hand, must accommodate both general education and basic library courses. Students also want to keep their options as open as possible for the advantage it will gain them in the job market. Given the uncertainty of the job situation and the preference of many for other than public libraries, it seems unrealistic to impose specialization at this level.

2. However, it is still necessary for all librarians to have some awareness of the nature of library work with children, because most children's sections and branch libraries are staffed by generally trained professionals or paraprofessionals. This can be done by ensuring that cer-

tain broad-based required courses include consideration of children's services and by narrowing the choice for certain options so that students would take at least one course relating specifically to library work with children.

3. The need for short in-service courses, seminars and conferences was also stressed. These would have the advantage of training those who are already on the job rather than those who might some day be working with children. Areas requiring emphasis include: the use of audio-visual materials and equipment; children's literature and available African children's books; oral literature in Nigerian languages and their use in story hour; puppetry and drama; promotion of reading habits; and the planning of library programmes for children.

Children's libraries in Nigeria will not be staffed by specialists for a long time to come. The immediate need is to provide adequate numbers of professional and paraprofessional staff. Improvement of children's services must therefore be sought through a combination of specialist children's librarians who can provide leadership, and general librarians whose training gives them some knowledge of library work with children, which can then be extended through in-service courses.

Notes

1) The exact population of Nigeria is not known because there has been no accepted census since 1963. All current figures are projections from the 1963 census or other sources. Statistics for this section were obtained from the UNESCO Statistical Yearbook, 1982 and 1983 editions, and Nigeria's Annual Abstract of Statistics, (Federal Office of Statistics) 1981 edition.

2) Nigeria. *National Policy on Education*, 1977. p. 10.

3) Onadiran, G. I. and R. W. 'Education of Librarians in Nigeria'. *Journal of Education for Librarianship*. 24 (2), Fall, 1983, pp. 117–128. Also Nzotta, B. C. and Havard-Williams, Peter. 'The Education, Training and Qualifications of Librarians in Nigeria'. *Libri*. 32 (1982), pp. 316–326.

4) Information on public libraries was obtained from questionnaires sent to all 19 state libraries and returned by ten: Kwara, Rivers, Kano, Lagos, Bauchi, Anambra, Imo, Bendel, Oyo, and Ondo.

5) Information on training was obtained from questionnaires returned by library schools at Nsukka, Maiduguri, Ahmadu Bello, Imo State and Ibadan (Abadina Media Resource Centre); and from examination of the programmes of Ibadan, Maiduguri, Ahmadu Bello, Nsukka, Bayero, and the College of Education, Awka.

6) The terms optional and elective are given different meanings in some universities, with the term optional sometimes referring to one of several specified choices or to electives in one's major subject. The terms are used interchangeably in this paper.

NORWAY

Inger Cathrine Spangen

INTRODUCTION

Description of the country

Norway is a small country as to area (324 000 sq. km) and population (4 million), but because of the country's long and narrow shape the distance from north to south is rather long (equals that of Chicago to New Orleans or Caracas to Amazonas).

High mountains, long and narrow valleys, the great number of deep fiords, and an incredible number of islands – quite a few of them inhabited – divide the country and make communications difficult. People depend on boat as well as car, bus, train, and airplane when they travel. To get from one part of the country to another takes often more time than one would expect from just looking at a map, one of the reasons being that you often are dependent on a boat to get across a fiord and may have to wait for the ferry.

The roads are in good condition generally, but some of them will be closed during winter because of snow. No one part of the country will be completely isolated during winter, however.

The country is administratively divided into 18 counties plus Oslo, the capital. The population density varies from 1.7 to 88.5 per sq.km, the south-eastern part (the area around Oslo) having the highest, the northernmost part the lowest density. The average density is 13.5 per sq.km. The 18 counties are divided into local authorities (454 in all), the sizes of which vary greatly.

Oslo is the main trade centre, having a good harbour and the main airport. Most of the publishers for instance are situated in Oslo. Minor cities play however an equally important role for the trade in their particular regions. Shipping still is an important business, and there are several good harbours along the coast.

Out of a population of 4.122.511 (Dec. 31st 1982) 939.907 or 22.7% were children aged 0 to 15. The number of children and the percentage have dropped in recent years and are expected to drop further, while the percentage of elderly people goes up.

Children enter school at the age of 7. All children – including the physically and mentally handicapped – shall have a minimum of 9 years' schooling (6 years of lower and 3 years of higher elementary school). Children with handicaps are nowadays preferably integrated into the

ordinary classes, the idea being to break the isolation which these children otherwise might experience. Special assistance will be provided if necessary. The greater part of the 15 year olds (65%) goes on with three more years in high school.

Norway has a hundred percent literacy, not counting those with mental handicaps who will never be readers, let alone fluent readers. However, lately one has become aware of a growing functional illiteracy, realizing that quite a few adults and young adults do decipher a text, but are dependent on easy texts to grasp the contents. The problem is probably not new, and it is not limited to our country, but more and more Norwegian teachers and librarians feel concerned about it.

There are three official languages, Norwegian (bokmål), New Norwegian (nynorsk), and Lappish. The first two are rather similar. Children learn to read both. The third language, Lappish (five versions, all quite different from each other), is spoken by minority groups. Lappish belongs to a different language group altogether. Lappish-speaking children get their reading training in Lappish and one of the Norwegian languages.

266 titles (fiction) were published for children in 1983; 74 of these were reprints. 142 of the titles were translations (39 of these reprints). Most of the translations were originally English or Swedish. 32 non-fiction for children were published in 1983 in addition to a number of textbooks for use in the schools. Some of the latter will be included in the public children's libraries. The number of titles, both fiction and non-fiction, has gone steadily down since 1977–1979 when we experienced a "boom" averaging 440 titles (fiction) a year.

Most of the titles are in Norwegian or New Norwegian. The production of Lappish books is and has been very limited. Most of the books are translations. The Lapps have an oral tradition, mainly expressed through legends, but very little is written down so far.

Journals for children are scarce, almost non-existent.

The library service, particularly to children

Each borough (local authority) has a public library, often with branches and in some cases also with a mobile library. The library act (the last one of 1971) states that a public library be established in every borough and a school library in every elementary school (grade 1–9)[1]. Furthermore each country shall have a county library. The county library will support the local libraries by lending books, periodicals, etc. and by giving advice on library matters.

The school library legislation has just been moved from the library

act to the school act. The new law goes into force in 1986. The effect of the move remains to be seen.

"Children" is not particularly mentioned in the library act. The law just reads that the public library service is for anybody living in the country. "Anybody" must necessarily also include children. However, the regulations to the law recommend that one takes the school library service in the area into consideration when planning the public library service to children. With limited resources and budgets this may imply that less emphasis be put on public library service to children of school age, – if the school library service is good or acceptable. The general aim has been and is to give everybody – both children and adults – access to information and reading material and at the same time "stretch" the limited resources in order to reach this goal.

School libraries have been compulsory in rural areas since 1935, in urban areas (cities and towns) since 1947. The majority of the public libraries in rural areas have followed the mentioned recommendations and have bought books mainly for preschoolers, teenagers, and adults, leaving out or putting less emphasis on books for children in grades 1 to 6. The latter have been referred to the school libraries for reading material. This situation is about to change. Most public libraries intend today to build up sections for *all* ages, realizing that many school libraries are in a bad shape, are small and provide a very limited service. The size of these children's sections (a shelf, a corner, or a separate room) varies from next to nothing to some hundred or some thousand volumes.

Children in urban areas are better off. The public libraries in urban areas have had children's departments for years, as they for a long time (until 1947) substituted for school libraries and thus provided a special service to the schools in the area. Although school libraries now are compulsory everywhere, the special children's departments have been kept.

In smaller library systems with limited resources the children's section will thus cater to children aged 0–7. In public libraries serving all age groups the section will serve children up to 13/14 years of age. Children may have their own borrower's card at the age of 7, in some places earlier.

The library act states that there should be at least one professionally trained librarian working full time in boroughs with 8.000 inhabitants or more. In those with less a paraprofessional with some library education will be in charge. Quite a few of the smaller boroughs (62 of the 328 with less than 8.000 inhabitants in 1982) have however appointed a professionally trained librarian. A new library act is on its way. The draft suggests that all boroughs regardless of size shall have a trained li-

brarian in charge, working full time in boroughs with 3.000 inhabitants or more, working part time in those with less.

Quite often there will be just one professional or paraprofessional librarian to serve all age groups. As soon as there are two librarians one will be specializing in children's services. All major public libraries (i.e. in the cities and larger towns, 59 in all) will have professionally trained children's librarians.

The trained children's librarians have few promotion possibilities within their profession/speciality. Only two library systems (Oslo and Bergen) have children's services coordinators. In some systems the children's librarian is considered head of a department and is paid as such, receiving the same salary as the head of the adult section/department. But quite often one will find that the children's librarian is paid as an assistant librarian, thus starting with a beginner's salary.

As to promotion possibilities new and promising trends have been noticed lately. One can find examples of children's librarians appointed as branch librarians and even head librarians still with the children's section as their working place, the one in charge of the adult services thus becoming the deputy librarian. This more "elastic" thinking will hopefully take precedence. No doubt the children will gain a great deal from such a policy, as new promotion possibilities will allow librarians with experience and interest in library work with children to remain in their interest and speciality, give them a chance to enlarge their experiences and gain a knowledge that in the long run will be of great value to the children's library work as a whole.

In elementary schools most librarians will be teachers with some knowledge in children's literature. Some of the teacher-librarians will have an introductory course in school librarianship. A few boroughs have appointed professionally trained librarians (working part time) to look after the school libraries. Most schools (3543 in all in 1983/84) are too small to hire such help, the size of the schools varying from less than 50 pupils to 800–900, the most frequent size being 200–250 pupils.

The teacher-librarian either gets extra paid or has reduced teaching. But quite often the teacher-librarian has not been given sufficient time for the school library work, and to keep the library service on a certain quality level he/she may be forced to spend some of his/her spare time. This makes being a school librarian a less favourable job, which leads to frequent changes of the person in charge.

The circulation figures from 1983 show that children took out 6.290.924 volumes (5.268.709 of these were fiction) from the public libraries, and 5.553.347 volumes from the school libraries, a total increase of some 200.000 volumes from the year before.

At the state inspectorate for public libraries (Statens bibliotektilsyn) one person is responsible for both children's library and school library

services. The inspectorate has both a policy making and a controlling function. The inspectorate's points of view come out in the library act – with regulations –, in articles in professional journals, in papers and addresses delivered at library meetings, and in letters to the various libraries.

The county libraries have librarians appointed to serve as advisers for school libraries and local public libraries within their area. They may arrange courses and seminars on for instance children's work and school library work or on children's literature. They prepare regional gatherings at intervals where children's and juvenile titles are discussed. They may also visit libraries within an area to discuss specific problems and give advice, and every once in a while they may help with the revision of a book stock, in some cases even help with the classification and cataloguing of books.

All children's books are reviewed by a committee consisting of 8 representatives from various professional groups working with children and books (librarians, teachers, authors, illustrators). The committee, appointed by the Ministry of Culture and with the library inspectorate serving as secretariat, prepares a monthly list of books recommended for school libraries. As most school libraries serve as children's libraries as well, this list is not limited to books for school purposes. Out of a total of 486 titles in 1982 (some of these originally written for adults), 393 were recommended. The list is used as a book selection tool also in children's libraries.

These books and/or others – the list is just a guide – may be ordered from a local book store or from the central library bindery. The library bindery makes the book ready for circulation and provides it with catalogue cards as well. A private firm offers the same kind of service to the libraries.

The monthly recommendations are gathered in an annual booklist where each title is supplied with a short annotation. The annotations may sometimes include an evaluation, but most often they just give an outline of the contents.

Centrally prepared reading lists for children or grown-ups working with children are rare.

For years children's books were reviewed in the two library journals, "Bokbladet" (for school libraries and children's libraries) and "Bok og bibliotek" (for public libraries) along with books for adults. Shortage of money has forced the editors to omit all reviews since 1982. As a compensation "Bokbladet" once a year brings an overview on selected new titles for young readers. Of course many titles must be left out. Unfortunately few newspapers show an interest in children's literature. It is evident that the work of the mentioned reviewing committee will have a great impact upon the libraries' book selection when the selection

tools are so scarce. One feels however that the committee is aware of this and prepares its lists with great care. The committee is especially concerned with the book's literary and linguistic (esthetic) qualities.

A documentation center on children's literature and reading (Norsk barnebokinstitutt) was established in 1979. One of the aims is to develop a greater interest in and understanding for children's literature and to "nourish" the research that one has noticed in recent years by making the reference tools more easily available. The researchers are mainly connected to universities and other teaching institutions, like the library school and the teachers' training colleges. Quite frequently students carry out minor research projects in the field of children's literature and children's library service. These are published only on rare occasions.

ORGANISATION OF TRAINING

Training of librarians in general

Several bodies are in charge of the training of future librarians in Norway, each of them training for a specific level or type of library.

Teacher students, who later may be in charge of a school library, learn how to use children's literature (and the library) when they teach the various subjects. This instruction is given by lecturers in pedagogics and methodology at the teachers' training colleges. Only 4 of the 19 colleges give a specific course in school librarianship (organisation and registration of the collection, book selection, and administrative routines, – 6 classroom hours in all). This introductory course is compulsory for students attending these colleges.

The same four colleges offer/have offered an additional course (240 hours) to trained teachers (graduated from any college) who want to specialize in school librarianship. A similar course has been and may be offered again by the Ministry of Education as a summer course going over two years. At these courses the students are told how to run a school library. But the main emphasis will be on children's literature, book selection and use of the library, the aim being to give the teacher-librarians better knowledge in children's literature and to show how books can be used with the children.

Only trained teachers with several years of practical experience from school library work are accepted at these courses. The courses are taught partly by practicing school librarians/teacher-librarians, partly by "experts" in various fields (lecturers from the library school and similar academic institutions). There are written examinations (in school library science, – e.g. simple cataloguing and classification, management, cooperation with teachers and librarians –, and in children's literature).

The State Inspectorate for Public Libraries (Statens bibliotektilsyn) is responsible for the training of paraprofessionals (librarians serving boroughs with less than 8.000 inhabitants), while the professionally trained librarians study at and get their degree from the Norwegian School of Information and Library Science (Statens bibliotekhøgskole).

In 1983 the library school launched a comprehensive correspondence course in library science that will be equivalent to the first year of theoretical studies at the school. Students who have finished the correspondence course, may join the school for the 2nd and 3rd year after an examination. To enter school this way, it is a prerequisite that the student has long library experience.

The correspondence course – or parts of it – may be taken by paraprofessionals and the clerical staff as well.

The inspectorate's course for paraprofessionals consists of a correspondence course (7 letters) followed by four teaching units, named A, B, C, and D, where people meet for library theory. Each unit is of one week's length (40 classroom hours). Each unit builds on the previous.

The student spends one week – for practical training – at the county library after finishing the correspondence course but before he/she takes unit A, and two more weeks at the county library when units A and B are completed.

The full course (A-D plus the correspondence course) is compulsory only for those who are in charge of a main library or the library system within a borough, while those in charge of a branch library can leave after unit B. The clerical staff may take the correspondence course and units A-B if interested and do in some cases. There is no special entrance requirement.

Units A-D are offered at irregular intervals, units A and B naturally more frequently (once or twice a year) than C and D.

The inspectorate's correspondence course gives a brief introduction to library science and the Norwegian library network. It consists of seven letters ranging from a short library history to reference works:

1. History. The library network
2. The library act
3. Book selection. Selection tools. Interlibrary loans
4. The library catalogues
5. Library routines (acquisition, statistics, etc.)
6. Library planning and budgetting
7. Reference work

"Children" is hardly mentioned (only in connection with the interpretation of the library act). During units A, B, and C the students go

deeper into some of the subjects handled in the correspondence course. New subjects are brought in as well.

Unit A is on "library material and the user" (selection of library related material; books and library service for the handicapped; books for children). A complete day (8 hours) is spent on children's literature (why children's books? what books? a brief historical presentation; evaluating children's books).

Unit B is on "the library and the remaining cultural activities", followed by "specific library technics and tools" (catalogues, cataloguing and classification). One day (8 hours) is spent on library work with children (objectives; the children's library in the library system; book selection – standards, selection tools, selection policy, maintenance of the collection, extension work, including story hours).

Unit C deals with management (planning and budgetting).

Unit D is on literature for adults, fiction and nonfiction (evaluation; types of literature).

For each unit there is a reading list. There is no examination, but during all the units there are small exercises. During unit C the participants prepare a minor paper on library planning (based on the library of one of the participants).

The instructors are partly lecturers from the library school, partly people from the library inspectorate, partly practicing librarians. Experts from library related fields (cfr. economy, planning) are used as well.

During their first stay at the county library the paraprofessional librarians are introduced to library technics and routines, and they are trained in reference work. The second period at the county library consists of both theory and practice. Great emphasis is put on discussions and exchange of practical experiences. The contents of the two weeks will vary from library to library. However, most libraries have spent one or two days on children's library work and children's literature, thus trying to supplement what has been presented at the central gatherings. Evaluation of non-fiction for children is one of the subjects brought forward. Authors, librarians, and lecturers are the instructors.

The correspondence courses mentioned earlier that are offered by the library school, are on a more advanced level, and may be taken as a supplement to the inspectorate's courses.

The Norwegian School of Library and Information Science is an independant educational body, financed by grants from the state. The professionally trained librarians graduate from this school after three years of studies. The degree in library and information science may count as part of a university degree, the latter usually consisting of examinations in three academic subjects.

Each of the three years at library school consists of 30 weeks of li-

brary theory, 15 weeks in the autumn and 15 in the spring, and each week averaging 15 classroom hours of 45 minutes (16 a week the first two years and 13 the third year). This means that the student receives a total of 1350 hours of library theory during his/her stay at the school. (Attendance is optional).

In addition to the theory classes come 10 weeks of compulsory library practice (two periods of 5 weeks each) and a series of laboratory classes in the library of the school, given mainly during the student's first and third years of study.

The students meet for laboratory classes every other week the first year (30 hours in all). The classes are partly a follow-up of the theoretical courses (using the library catalogues, producing and filing catalogue cards, handling of periodicals and newspaper clippings). Partly the students are introduced to administrative library routines (book ordering, systems for circulation control, etc.). In his/her second year the student spends one early afternoon in the library being in charge of the information desk. Besides the students are taught to handle the audiovisual equipment. The 30 hours the third year serve as a refresher course in cataloguing and classification. Attendance here is optional.

The first period of field work takes place at the beginning of the second semester (5 weeks in January/February), the second period at the end of the fourth semester (5 weeks in May/June, when the student has finished his/her second year of library studies). The students work along with the library staff, take part in the daily work and follow the regular working schedules, but have one hour off to work on a report.The first period is supposed to give a general introduction to library work and service. The second period can be used for specialization in a specific area of library service (service for children for instance). Quite often however the students choose to spend one period in a public library or school library and the other in a special library or research library (public or private), – this in order to get an experience as broad as possible.

The third year's students have two weeks off at the beginning of their last semester and one off in the middle of this final semester to work on and finish their thesis. Depending on the subject of the thesis the student may spend even the first two of these weeks in a library gathering information or making observations.

The library at the library school serves various purposes:

1. serves as a laboratory for the students, – having a wide range of samples going from reference tools to books for the handicapped reader, and different catalogue systems
2. supports the curriculum by providing all titles on the reading lists
3. serves as a special library in information and library science overlooking the literature in the field and being part of the interlibrary loan network.

The library with all its journals and books/microfiches is of course an important tool for keeping the lecturing staff up to date.

The curriculum is divided into four subject areas: (1) methods, (2) literature and society, (3) information science; (4) management, the four areas taught all three years. The first two years are common to all students (just a few options), while the third year gives room for specialization. The third year student goes on with either group 2 (literature and society) or group 3 (information science) – 5 classroom hours a week – and specializes in one of these areas. The student also has a choice in group 4 (management), – between management of public libraries and management of special and research libraries, each of which amounts to 5 hours a week. Besides the student chooses two minor subjects – amounting to 3 hours a week – in any of the four subject areas, these options going from puppet theatre, to Russian, archives, display technics, public relations, classification theory, and children's literature, – to mention a few possibilities.

The compulsory ("core") curriculum consists of:

Methods		
1st year	(pedagogics, automation, statistics)	90 hours
2nd year	(choice of two of the following: analysis of literature, automation, mathematics/statistics, research methods)	60 hours
Literature and society		
1st year	(the book and the user, types of literature, history of the novel)	120 hours
2nd year	(scientific communication, cultural activities, special user groups + choice of two of the following: the library and the society, children's literature, media knowledge, non-fiction)	120 hours
Information science		
1st year	(cataloguing, classification, reference work)	210 hours
2nd year	(cataloguing, classification, reference work, writing reports, articles, making citations)	210 hours
Management		
1st year		60 hours
2nd year		90 hours

School library work (23 hours) is given the second year, – as part of the general management course –, and is thus compulsory for everybody. School libraries are – by the library school – considered a mixture of

general (public) libraries and special libraries. Their problems and services concern any student regardless of specific management interests.

All students choosing management of public libraries (the third year) have library work with children (22 hours) as a compulsory part of their studies. The same course on children's work may be taken as an option by those following the course on management of special and research libraries.

All students, regardless of management choices, will have had about two hours during their second year on public library service to children as children are introduced from time to time as one of the many important user groups to be considered when planning the library and its services.

To qualify for studies at the school of library and information science one needs a bachelor's degree (or an equivalent degree). Quite often the students have an academic degree in one or two subjects, and some may have practical experience from library work. Practice is not asked for, but will be given extra credit in certain cases when admission is considered.

Most of the teaching staff has a university degree combined with a degree in library science. There are a few exceptions where the lecturers have only one of these degrees. In certain cases practising librarians with special experience are used as teachers. None of these will belong to the permanent teaching staff.

The examination form varies. Written examinations are used in some subjects, oral examinations in others. The final examinations (at the end of the third year) are all written. In some cases (in some of the sub-subjects) group examinations (written or oral, or a combination of written and oral) are used. Minor papers presented orally may also serve as examinations in some sub-subjects.

All students must write a minor thesis – individually or as a group – on a chosen theme during their third year of studies. The themes vary.

A diploma course was started in January 1984 at the library school. The course lasts for two years (35 weeks each year) and may be taken by librarians coming straight from library school or by librarians with some practice, short or long. One hopes to develop parallel courses as time goes. The current one trains specialists on automation with reference to handling of bibliographic data. The first parallel course will probably be on the library and the society. There are several written examinations, and all students will write a thesis.

From time to time the library offers postgraduate courses on a specific field within library science. Two have been held so far, and a third one is being planned, each course amounting to 8 weeks or 240 classroom hours of theory. The first course of this kind was on library work

with children, the second one on county libraries, while the third one will be on archives. A minor thesis serves as the final test.

Training of children's librarians

(This section deals exclusively with the training of professional librarians. For the training of paraprofessionals working with children, see the beginning of this chapter).

As mentioned above all library science students choosing public library management will have a special course on library work with children. Thus they are prepared to meet and work also with the youngest. One feels that this is a correct policy since many libraries are served by just one librarian, this librarian necessarily having to serve all age groups. A specialization – although minor – in children's work is good also for another reason. One feels that any librarian in charge of a public library ought to know about and develop an interest in children's work. It may be mentioned that the board of the library school once expressed that an emphasis be put on user groups that need help. This emphasis should be reflected in the curriculum.

Students specializing in special and research library management may – as was mentioned before – take children's work as an option. This is rarely done. All students will however have had an introduction to children's librarianship and related subjects during their first two years, most important being a brief introduction the first year to children's books (definition and characteristics) and the history of children's literature (10 hours in all), and to children as a potential and important user group to keep in mind during the planning process (2 hours, – in the management course the second year).

Likewise all students have pedagogics the first year and a course on user groups (adults and children) with special needs as to literature and library service. The course deals with immigrants, people with physical or mental handicaps, people with reading difficulties, etc. Children's needs are especially stressed.

Optional are children's literature, courses I and II, the courses on AV-material, puppet theatre, and non-fiction, where non-fiction for children is barely touched upon in the lectures, but may be dealt with by the student in the compulsory paper that is part of the course. The course on AV-material (analysis, influence, evaluation, and use) deals with pictures, movies, and video. 8 of the 30 classroom hours are specifically devoted to children, but "children" are kept in mind all through the course.

This means that all library science students graduate with some knowledge on children, children's literature, and children's librarianship, some students with more knowledge than others.The dif-

ference between the student getting the maximum and the student getting the minimum amount of training can be shown in the following table:

Compulsory:			absolute minimum for those studying public library management
Pedagogics	30 hours	absolute minimum	
Development of the novel (here history of children's literature)	10 hours		
User groups with special needs, approx.	6 hours		
Management – children as a library group	2 hours		
(+ school libraries	23 hours)		
Compulsory for public librarians (optional for others):			
Library work with children	22 hours		
Optional:			
Children's literature, course I	30 hours		
Children's literature, course II	30 hours		
AV-material	8 hours (+?)*		
Puppet theatre	30 hours		

* "+?" because "children" go through the whole course (30 hours)

The absolute minimum number of classroom hours devoted to children and children related material amounts to 48. This is equivalent to 3.6% of the total number of classroom hours (1350 in all). In addition comes training in school library work. Students studying public library management have at least 70 hours on children, etc., equivalent to 5.2% of the total number of hours. The absolute maximum number of hours devoted to children, children's work, and children's material will be 168 hours, equivalent to 12.4% of the classroom hours. Relatively few choose puppet theatre. This means that 138 hours is the most "normal" amount of time devoted to children and children's service (equivalent to 10.2%).

Some of the students may have practical experience from children's work, most don't.

All lectures on children's librarianship are given by a lecturer with a

university degree (including a degree in librarianship) and experience in children's work.

All examinations are written. Students often choose elements in children's work as topics for their thesis. This gives them a chance to treat a particular area in greater depth.

A postgraduate course in children's library work has been offered once. It may be repeated. The course was given in four parts, each one lasting two weeks. The students met in August, November, January, and May and worked in their "home" libraries between the sessions. The four sessions (240 classroom hours in all) were devoted to the following main themes: (session 1) the child (various subgroups and their needs), (session 2) the material (analysis and evaluation), (session 3) presentation of the materials, extension work, use of audiovisual material, (session 4) administrative routines (planning, budgetting, use of standards). There was no examination, but each student wrote a minor thesis on a chosen theme, the themes ranging from co-operation between school libraries and children's libraries, to planning of children's services, books for the retarded reader, and promotion of the reading habit. Some of these theses have later been published.

CURRICULUM FOR TRAINING OF CHILDREN'S LIBRARIANS

It should be clear from the outline already given that "children" are covered in various courses and connections. To a certain degree the student in library science builds up his/her own knowledge by making choices. Still the study is rather tracked. Once you have made a choice, the ingredients are fixed. Having chosen public library management for instance, children's work becomes a compulsory part of the studies.

The main course in library work with children is the one offered the third year. The course (22 hours) is divided into four "problem areas". The frame of the course is as follows:

Library service to children
Library work with children

1. The child and the society – the child and the library (5 hours)
Deals briefly with how the child has been looked upon and treated through the ages, and how it is treated today. This leads to the library and the library's responsibilities towards the child. (2 hours)

Objectives of the children's library. (1 hour)

User categories and their specific needs (children, parents, teachers,

students...). Attention is drawn to immigrant children, children with handicaps or reading difficulties, etc., but the groups are not dealt with in depth. The students are reminded of the specialized course given the second year. (2 hours)

II. The material (4 hours)
Material selection policy
Selection criteria for books, periodicals, and non-book material. Selection tools, reviewing publications. (4 hours)

(The literature as such and writing and using reviews are dealt with in other courses)

III. Presentation of the material (including extension work) (9 hours)
Arrangement of the material. Library catalogues. (1 hour)
Booklists – annotations. (1 hour)
Use of the material with and by the children – a general outlook. (1 hour)
Story hours for preschoolers and school children. (2 hours)
Use of audiovisual material. (1 hour)
Booktalks. (1 hour)
Co-operation with schools, parents, teachers, and various other bodies (2 hours)

IV. Administrative tasks – library service to young adults (4 hours)
Collection development. Use of standards. (1 hour)
Planning the children's services in the borough. Planning the children's area in the library. Planning the activities and the daily work. Budgetting. Rules and regulations. Staffing. (2 hours)

(The planning process as such and the budgetting procedure are dealt with in other courses. Here only a reminder with emphasis on aspects that are especially relevant to children's services.)

Library service to young adults – who has the responsibility? (1 hour)

The teaching is based on lectures, – with room for spontaneous discussions. There is a written examination in public library management, where children's services may be the topic. The examination consists of one main question and two to three minor ones.

Examples of a main question:
1. "Library service to children and the responsibility of the local authority". (The local authority will make a "child plan", and the li-

brarian is asked to prepare his/her part of the plan. What do laws and official documents say about library service to children? What should the service include? How can/should the library service be organized?)
2. "Young adults in the library". (How can young people's use of the library be increased?)

Examples of a minor question:
1. Criteria for discarding children's books
2. Children need books/information. To what degree is this need stated in laws and other official documents?
3. "The impulses children receive from mass media have great impact on their development". Discuss the statement. Does the statement have any consequences for the material selection in the children's library and what the libraries use with the children?

The students may write their final thesis on a children's library topic. Examples of such thesis are:
1. Puppet theatre in the library
2. Children's records and cassettes 1970–83
3. Children make puppet shows: a puppet course for use in public libraries
4. Video for children in the public library: selection criteria
5. Production of children's books in Norway 1972–1976: a statistical analysis
6. Fairytale index
7. Fiction/picture-books for sight-impaired children: typography, illustrations, availability of material
8. Subject entries on children's books: how do they meet the children's requirements?
9. Library service to the mentally handicapped

The children's services course is based on several other courses, some of them compulsory ones, some of them optional. The contents and extent of the compulsory courses are:

Pedagogics (30 hours)
Theory of learning
Motivation
Intelligence
Perception
Mental development of children
The personality: Development of id, ego, super ego; Socialization;

Conformity; Youth culture – youth groups; Mass media as a socializing factor (emphasis on the child and young adult)

The course in pedagogics is general and gives a background to anybody working with people. "Children", "child psychology", "children's development" are natural ingredients.

The teaching is given as lectures. The students write a term paper. The paper is graded "passed"/"not passed" and serves as examination.

Types of literature. Development of the novel
(10 of the 30 hours are devoted to children's literature)
Looks upon the literature from various angles, among them age of the intended reader. What characterizes a children's book? (1 hour)
History of children's literature (presented along with the development of the novel). (9 hours)

The subject is given mainly as lectures. The written examination at the end of the year covers the whole field. The question(s) may be devoted to children's material.

User groups with special needs (approximately 6 hours on children)
Groups who need special attention from the library – materials and service. (The groups include the physically and mentally handicapped, people with reading difficulties (blind/sight-impaired people, deaf people), immigrants, etc.)

The course covers both children and adults. Is is given mainly as lectures. There are some excursions. There is a written examination in the main course "Literature and society". One of the questions may be devoted to user groups. The main thesis may be devoted to one or more topics from the course on user groups.

The contents and extent of the optional courses are:

Children's literature I (30 hours)
Children's literature from the 19th century until today, with emphasis on the Norwegian literature
Criteria for evaluation of fiction and non-fiction
Reference works and bibliographic tools on children's literature

The students prepare a minor paper which is presented for the class. The teaching consists mainly of lectures. There are some discussions based on reading of selected children's books.

Children's literature is part of the literature and society course. There is a written examination; one of the questions may be on children's literature.

Children's literature II (30 hours)
Main emphasis on modern children's literature (Norwegian books and translations into Norwegian)

The course is based mainly on lectures, but the students prepare a term paper on a theme dealt with in children's books, on a period, or an author. The paper is presented for the class and discussed.

Children's literature is part of the literature and society course. One of the questions at the written examination may be devoted to children's literature.

Audiovisual materials (8 hours devoted entirely to children)
Analysis of pictures
Movies – types, technics, use of sound, etc.
Tv and video: effects
Censorship
Children and images
Use of audiovisual materials

Eight classroom hours are devoted entirely to children. But "children" are an integral part of the whole course (30 hours in all).

The teaching is based on lectures that are mixed with presentations of pictures and movies.

The course is part of the literature and society course. One of the questions at the written examination may be devoted to audiovisual materials.

Puppet theatre (30 hours)
The students make puppets, learn to move the puppet and improvise while playing

The teaching is based on practical training and discussions. There is an oral examination (the students prepare a minor show).

As mentioned earlier children are brought in also in other connections during the three years of study at the library school (e.g. public library planning, book reviewing). Besides it should be pointed out that all students have the course in school librarianship (23 hours), where they for one thing are introduced to the educational methods and systems used in school. An emphasis is also put on co-operation with the public library.

IN-SERVICE TRAINING

Both the library school and the regional library associations offer courses and seminars on children's work from time to time. These courses and workshops are usually open for both professional librarians/

children's librarians and paraprofessionals. The library school may be restrictive in some cases and accept only professionally trained librarians.

The topics of these courses/workshops/seminars will vary from "Preschool story hours", "Book selection criteria", "Collection development", "Objectives of children's services" to "Extension work". The librarians may meet for just one day or for a whole week.

The library school often assists in arranging regional courses open to anybody working in a library.

GENERAL COMMENTS AND COMMENTS ON POSSIBLE DEVELOPMENTS

The curriculum for the study in library and information science was rearranged in 1981/82. As a consequence children and children related material were spread to more areas and courses, and less time was given to the specific course on children's library work (reduced from 30 classroom hours to 22). The change makes the children's library work program very tight, but after all the students will know more about children than before, and more students will have *some* knowledge of children, children's books, and children's library services.

Unfortunately the future children's librarians may leave the library school with a very limited knowledge in children's literature (only 10 hours are compulsory), but about 50% of the students do take children's literature I (about 75% of the students choosing public library management).

There are no plans for revising the present training programme. A new library act is on its way. The draft underlines the need for library material for children as well as adults. This greater emphasis on children will probably have no special impact on the training given. However, the librarians' interest in and concern about children's library service are steadily growing and may lead to more time be devoted to children's work in the training of paraprofessionals.

Note

1) The article was written in December 1984. A new library act was passed in December 1985.

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SPAIN

Nuria Ventura

INTRODUCTION / GENERAL BACKGROUND

a. According to 1981 statistics, Spain has a population of 37.616.947, with a density of 75,4 inhabitants per square km. Its land extension is 504.750 square km. Humid Spain (Northern Coast and Pyrenean Provinces) has an oceanic climate with deciduous forest vegetation (oak trees and beech trees) whose degeneration forms the moorlands, (pine groves). The rest of Spain has a Mediterranean climate. There is a strong continental composition in the interior, and sub-desert in the extreme southeast. The population has a tendency to be concentrated along the maritime fronts and in some isolated nuclei in the interior, like Madrid, Valladolid, and Zaragoza, where the population exceeds an average of 100 inhabitants per square km.

This condition has traditionally produced strong migratory movement, as much internally as externally. The internal migrations began in the middle of the 19th century, although they spread notably after the Spanish Civil War, 1936–1939. The industrial zones of Catalonia, the Basque country and Madrid were the traditional zones of immigration. Up until 1958, the emigration was directed practically exclusively to America, but from the decade 1960–1970 on, it was directed more toward Europe. In the middle of 1981, the active population represented 34.2% of the total population, with the following sectoral distribution: First Sector: 18.6%; Second Sector: 36.4%; Services: 45%. Of the total active population, 15.8% was unemployed in 1982.

The territorial organization is presently distributed in townships, provinces and autonomous communities. There are 16 autonomous communities (Spanish Constitution 1978) which have the organizational responsibility of various areas, such as culture, education, agriculture, etc. The responsibility of other aspects of government are shared with the central government or they depend exclusively on the central government (the military, for example).

Economic Affairs

Spain has traditionally been an agricultural country, its main products being cereals, vegetables and citrus fruits. By 1980, however, the proportion of the working population engaged in agriculture had dropped

to 7.2 per cent from 26 per cent in 1970. The contribution of agriculture to G.D.P. in 1980 was 7.3 per cent (compared with 11.3 per cent in 1970), while that of industry was 35.8 per cent. The prolonged drought of 1981 led to a drop in agricultural output of 10 per cent compared with the previous year, and to serious livestock losses. The slump in olive oil exports, as a result of the contaminated oil scandal, was followed by a shortfall in the 1981/82 olive harvest. In February 1982 a 59,000 million peseta investment plan for the agricultural sector was announced.

The motor, chemical, machine tool and shipbuilding industries grew rapidly in the 1960's, but in recent years shipbuilding has been severely affected by the world recession, and in April 1982 a three-year rationalization plan was unveiled. The steel, textile and domestic appliance industries have also declined, and plans for their restructuring are being implemented. Industrial production fell by 1 per cent in 1981, compared with a slight rise in 1980. New investment, particularly by Nissan (Japan) and General Motors (U.S.A.), was expected to help Spain become a major car producer, manufacturing 1.75 million units in 1985. By 1980 the car industry was the country's largest employer, and Spain had become the world's seventh largest producer of cars. Since 1981, however, output has begun to fall. The chemical sector continues to expand, owing to heavy public and private investment.

The long-standing trade deficit has usually been offset by invisible earnings from tourism, remittances from workers abroad and capital inflows. The balance of payments current account surplus of 1979 was followed by a deficit of about U.S. $5,000 million in both 1980 and 1981, largely owing to the greatly increased cost of petroleum imports (upon which Spain is heavily dependent).

The wages pact signed in June 1981 by trade unions, employers' organizations and the Government limited private sector pay increases to between 9 and 11 per cent until December 1982, in return for a government commitment to create 350,000 jobs. Since 1979 the annual rate of inflation has remained at around 15 per cent. The unemployment rate has risen steadily since the mid-1970's and by 1982 had exceeded 15 per cent of the workforce. According to the Bank of Spain, G.D.P. growth fell to 0.4 per cent in 1981, as a result of declining private consumption and domestic demand.

b. According to 1970 statistics, there are a total of 6,429,400 minors under the age of 14.

c. Education is obligatory up to the age of 14.

d. According to 1970 statistics, the number of illiterates represents 8.8% of the total population.

e. Four languages coexist in Spain: Castillian, which is the official language of the country; Catalan, which is the co-official language in the

Valencia country, Catalonia, and the Balearic Islands; Galician, which is the co-official language in the province of Galicia; and the Basque language, co-official in the Basque country.
f. 1982: 4.841 titles published.
1983: 4.558 titles published.
(Statistics from the National Spanish Book Institute).

General Background

a. There doesn't exist any national, general legislation in Spain pertinent to libraries, but at present each Autonomous Community elaborates its own legislation. In Catalonia there is a library law which was passed by the Catalan Parliament in April, 1981.

In Andalucia, the library law was passed in November, 1983. The other autonomous communities are still studying their respective library laws for legislation. In the laws for the libraries of Catalonia and Andalucia, the children's libraries are legislated equally as the public libraries. Nevertheless, the school libraries, for the moment, are not under any legislation, given that they have always been considered dependent on Educational services and not Cultural services, which maintain the responsibility for the public libraries.
b. There are two types of public libraries, those which are called "provincial", some of which still depend on the General Direction of Libraries of the Cultural Ministry (central government); while others, like those in Catalonia and Andalucia, are managed by their individual autonomous communities. The provincial libraries usually possess important collections of old bibliographical material and in some there are children's sections.

The public libraries, also called popular libraries, depend on the government of each individual autonomous community, although in some cities and towns the individual town halls may also have their own libraries. All of these libraries have children's sections.

There is also a third kind of public library in Spain: those which are promoted and maintained by organizations which are distinct from the official administrations. This is the case of the libraries run by the Cajas de Ahorros (these are non-commercial savings banks), some of them, for example, the "Caixa de Pensions" in Catalonia, maintains a chain of 100 public libraries.
c. The children's libraries are accustomed to offering their services to children from 3 to 14 years of age, although some go up to 17 years of age.
d. In the entire Spanish state, there are very few libraries dedicated exclusively to children. The majority of the library personnel isn't specialized in this area, although usually, in order to occupy one of these

positions it is necessary to pass some sort of competitive examination in which one's aptitude for the job is demonstrated. (Previous experiences, other degrees and titles, etc.)

There are also libraries, especially in the regions which do not have their own schools of Library Science (for example the Basque country, Galicia, Valencia country), where the libraries for children –and those for adults – are run by licentiates, teachers, or people who have some relation to the children's milieu. The possibilities for salary and promotion are the same as for other libraries, although in both cases they are fairly limited.

e. There is no centralized service for activities within the children's libraries. However, in the libraries which form a part of the provincial or national chain, the cataloguing of books is centralized (the chain of libraries of the Deputation of Catalonia, or the Library of the Autonomous Catalan Government, or the Library of the Autonomous Valencian Government, etc.).

In the two library periodicals which are published in Spain, Boletin de ANABAD (Bulletin for the Spanish Association of Librarians, Archivists and Documentalists), and Butlleti de l'Associacio de Bibliotecaris de Catalunya (Bulletin of the Librarian Association of Catalonia), it is not usual to publish reviews of children's literature.

f. There do exist some non-official initiatives which work and investigate in the field of children's literature: there are seminars, meetings to discuss these related themes, contact among the diverse children's libraries, etc. Spain is a member of IBBY, with two sections that work in coordination: Madrid and Barcelona. In both cities there are also the Associación de Amigos de IBBY (The Association of Friends of IBBY).

ORGANIZATION OF TRAINING

a. The Universities of Barcelona and Granada are responsible for the education of professional librarians, given that they are the only cities which, at the moment, have schools of Library Science and Documentation.

b. The period of formation is three years, which includes theory and practice.

c. The subject matter imparted in the schools of Library Science and Documentation are: Library Science, Bibliography, History of Books and Libraries, Documental Analysis, Classification and Indexing, Children's Books, Documentation, Information and Automation of Libraries, Archivists... Courses also exist which are usually given for just a quartermester or are optional, like, the Techniques of scientific work,

Palaeography, Literature, Library of Newspapers and Periodicals, etc.
d. Within the offering of these schools, there is no work done directly with children; there is only a course in children's literature given as just one more course. There is no such thing as a specialization in children's literature.
e. The people who work in public children's libraries in Catalonia are for the most part librarians with degrees issued by the School of Library Science and Documentation in Barcelona. In other regions of Spain, in general those who have worked with children (teachers, cultural enthusiasts, etc.) are those who are responsible for the children's and school libraries.
f. The professors who teach in the two University Schools of Library Science and Documentation are licensed, the majority (in Barcelona) are also librarians at the same time.
g. The majority of the exams are written, but that doesn't exclude oral exams.
h. For the moment there is no possibility to offer postgraduate studies, although the School in the University of Barcelona has solicited the creation of a second cycle of studies.

Training of Children's Librarians

a & b. A specialization in children's libraries doesn't exist within the formation in the schools although some librarians have specialized in children's libraries by taking advantage of workshops, courses given within and outside of Spain, seminars, or possessing other degrees which have to do with the subject (academic degrees, pedagogy, etc.)

CURRICULUM FOR TRAINING OF CHILDREN'S LIBRARIANS

All reference to this group of questions remain unanswered because a specialization in children's libraries doesn't exist within the schools in Spain. One course is given in children's literature (history and development, selection of titles, bibliography, etc.)

Concerning the Mentioned Subjects

a. In the School of Library Science and Documentation in Barcelona there is one course given, called "Children's Books", one hour a week during the second course of studies.
c. The class is based on diverse readings. There are written tests and projects are also presented.

IN-SERVICE TRAINING

a. "L'Associacio de Bibliotecaris de Catalunya" (Librarian Association of Catalonia) organizes refresher courses and courses which introduce new techniques for the librarians who work in Catalonia in a continuous fashion. Each of the autonomous communities (Castilla, Leon, Andalucia, Valencia country, etc.) is responsible for the library services which organize courses and seminars for their personnel.
b & c. In Catalonia the courses are for professionals, while in the rest of Spain, for lack of schools of library science, the courses are given for those who have diverse degrees. The subject matter which is most frequently imparted in these courses is: ISBN norms, audio-visual cataloguing, automation of libraries, etc.

GENERAL OBSERVATIONS

a. The present system for the training of librarians spends little time on the theme of children's or school libraries, given that the librarians finish their studies without any kind of specialization. This is a problem especially for the people who want to dedicate themselves to a specialty like children's libraries, for they must educate themselves through reading, attending seminars given in diverse institutions, etc.
b. In order to be able to realize a second cycle of studies, children's libraries and school libraries could constitute a specialization within the curriculum, just like other topics such as scientific libraries, centers of documentation, etc.
c. In the near future it would be interesting and beneficial if one could take an optional short course in how to encourage readers, contemporary children's literature, etc. for those interested in this field and who dedicate the majority of their time to children's or school libraries.

U.S.A.

Selma Richardson

INTRODUCTION

By 1984 the estimated population of the United States was 237 million. Two years earlier the population had reached 232 million; children under fourteen made up 20.6 percent of that figure.

Children are required by state laws to attend school, usually until age sixteen. Free public education is offered to all youth through grade twelve. Although funds are allocated by states to schools, local taxes are, by and large, the crucial source of monies for operating schools. The voters in each school district determine the amount levied. For this reason the level of support varies considerably from district to district. Per-pupil expenditures are calculated from local annual budgets that include materials, salaries and so forth. The national average of the cost per pupil in recent years has been about $2,650. Averages for individual states extended from about $1,750 to $6,000, a range that confirms the diversity. Last year the budget for Head Start programs (economically disadvantaged preschoolers) exceeded one billion dollars.

Estimates of the literate population run as high as 99.9 percent. For various definitions of illiterate and different segments of the population, the percentage would be lowered by a few points.

English is the official language, however, in several large cities signs in public places can now be found in Spanish as well. In sections of metropolitan areas where ethnic groups have settled, languages other than English are commonly seen and heard.

Approximately 2,300 new children's trade titles are published in a year and about 40,000 children's titles are in print. These figures do not include elementary and secondary textbooks, of which there are about 30,000 titles and ever so many copies, published by about 450 private companies.

Library legislation is not a matter easily addressed in a few words when it takes volumes to record and interpret federal, state, and local laws. Suffice it to say that although laws are passed at federal and state levels, it is at the local unit, ultimately, that the quality and extent of public library services are determined, chiefly by the tax funding approved to support libraries. No federal law, and probably no state law, requires a local government to provide public library service. Nevertheless, many communities, and all towns and cities of any size, have elec-

ted to underwrite public libraries. In laws and funding children's services are seldom treated separately from adult services; legislation pertains to public libraries, of which children's services are an integral part.

Legislative actions at federal, state, and local levels concerning schools and public libraries are usually not intermingled. Separate laws and funding prevail. At local levels the public library territory and school district will not necessarily have the same boundaries and each will almost always have a different governing board.

Recent legislation that has affected many areas of life in the country and has, of course, been of interest to children's services of public libraries deals with the handicapped and equal opportunity for women and minorities. Library organizations follow closely pending state and federal laws through committees and lobbyists; the American Library Association (ALA) maintains an office in Washington, D.C.

Public library service is extensive but varied. Even, and perhaps particularly, within a hundred-mile radius of a large city one will find all types of public libraries (urban, suburban, small town, rural) and all levels of support (reflected in facilities, staffing, and collections). Yet, underlying these differences are the purposes expressed in phrases of the "Library Bill of Rights," prepared by the ALA, which affirms "all libraries are forums for information and ideas...(1) Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves...(2) Libraries should provide materials and information presenting all points of view on current and historical issues."

Some states gather statistics that help to depict public library services; children's services are seldom treated in these reports as separate entities. Even so, it would be exceedingly difficult to find a public library that did not provide books for children. A few years ago this writer conducted a study of children's services in one state[1]. While it is not possible to make generalizations about the nation from this research, selected findings offer a glimmer of children's services. Of nearly 500 public libraries in the state, about half served populations under 5,000. The children's area was open an average of 41 hours per week; the range was from 4 to 77 hours. The number of children's books in collections ranged from 200 to 78,000 volumes, with an average of about 10,000. One-third of the children's collections had over 10,000 volumes. Children's materials accounted for 37 percent of the total library circulation, 33 percent of the book collection, and 28 percent of the materials budget. The percents also hint of a source of concern to children's librarians: the output measure (circulation) exceeds input measures (collection and budget).

Generally speaking, children's areas in public libraries serve children

through age fourteen (and their parents). The last decade has seen an emphasis upon serving preschool children. Some lilbraries even send a packet of information about children's services to mothers of the newborn.

The age and circumstances that children may have access to adult collections vary among libraries. Parental approval is sometimes required for children under a certain age. Some libraries claim children have "open access" to the adult area. A few libraries have experimented with integrated shelving of the nonfiction collection; books for children and adults are placed side by side within the subject arrangement of Dewey.

The term, youth, is at times used to cover services to children and young adults. Young adult services in public libraries take various forms and combinations. In some libraries certain collections and/or areas are designated for young adults. In other situations, staff members are appointed, either full-time or part-time, to serve young adults. A present concern rises out of the incidents of cutting back or eliminating young adults services, whether staff, collections, programs, or space.

Staff responsible for children's services bring to the positions various academic preparations and professional experiences. The ALA, through its Committee on Accreditation, recognizes the master's degree as the first professional degree. Some libraries have elected to include in their job descriptions or announcements the requirement of a degree from an accredited program. To specify such a requirement is a local decision and would not be typical of libraries serving very small communities. (One need not even possess a degree to join ALA). In a small, very select sample in the state study previously cited, slightly over half of the children's librarians held graduate degrees in library science; one-fourth had not earned a bachelor's degree. In another state this conclusion was reached: "Professional (MLS) librarians are present on the children's staff only in a minority of responding libraries[2]. The leaders in the field of children's services generally have had graduate preparation. The use of volunteers in professional and nonprofessional capacities is not without controversy.

If there is more than one person working in a children's area or department, differentiated staffing is usually found. The second person might be support staff: paraprofessional, technical, clerical. In some libraries support staff serves the whole library, not children's services solely. When additional persons on the children's services staff are professionals, one is usually designated head. In large systems a coordinator of children's services is often appointed who offers leadership and guidance to the children's librarians and works with other administrators on behalf of children's services.

Theoretically, salary and promotion possibilities for children's li-

brarians are just as favorable as for colleagues in adult departments; however, statistics do not bear this out. All too often when there are two professionals employed by a public library, one is in charge of adult services and the other of children's and it is the adult services librarian that is appointed head. In other circumstances upward mobility requires a move out of children's services.

Centralized services on the national level come from the federal government, professional organizations, and private enterprises, the latter offering products and services. State agencies and professional associations also fulfill some "centralizing" functions.

Within the Library of Congress the staff of the Center for Children's Literature is available to answer reference inquiries about children's books-contemporary historical, foreign. The Center also prepares publications about children's literature and sponsors lectures. The Library of Congress has many children's materials within various collections, as well as sources about children's books and libraries. However, neither the Center nor the Library exercises any controls over local public libraries; the resources are available to individuals and libraries that choose to use them. The U.S. Department of Education compiles and disseminates statistical and other information, provides leadership and technical assistance, and administers some grant programs. In many instances the Department works through state agencies rather than directly with local public libraries.

Where public libraries are placed in the structure of the state government varies from state to state. One needs to bear in mind that states have different economic conditions and population sizes. A few states (notably New York, California, and Illinois) have for a number of years had systems that public libraries may elect to join, without giving up much local autonomy. States and systems do provide consultants for children's services, although the consultants might have other responsibilities, too. People in leadership roles at the state library level offer guidance, direction, and encouragement in the developing and extending of children's services. State libraries often sponsor programs and publications to this end.

The national organization that children's librarians of public libraries join is the Association for Library Service to Children (ALSC), a division of ALA. (Elementary school librarians and others interested in children's services may also join ALSC. Within ALA there is also a Public Library Association). ALSC is "interested in the improvement and extension of library services to children." Conference programs, publications and other actions and activities are planned to fulfill this purpose. The work of the organization is carried out by its forty committees, which are grouped under six categories: child advocacy, evaluation of media (including books), professional development, social re-

sponsibilities, planning and research, and awards. The organization has a membership of 2,400 and a full-time executive director.

Private enterprises compete for sales to libraries of commodities that in some other countries might be centrally controlled or managed. Thus, there are commercial vendors offering, to begin with, children's books; these are available from publishers, jobbers, and bookstores. Among other products and services, for which children's librarians would need to make decisions about purchase, are magazines and audiovisual materials, equipment and furnishings, library supplies, professional publications, indexing services (book and computerized), circulation systems, data bases, computer software, cataloging and classification services, and so forth.

A quick look at the major reviewing sources available to children's librarians might serve to summarize the centralizing services that national organizations, private industry, and even academic institutions perform. *Booklist* is published by ALA; *School Library Journal, Kirkus Review,* and *Horn Book,* by companies; *Bulletin of the Center for Children's Books* and *Appraisal,* through private universities. Professional journals in the field of elementary education also review and make selective lists of recent books. *The New York Times,* a "national" newspaper, reviews children's books in its weekly book section.

The last decade has witnessed increased activity in the area of research about children's services in public libraries. These efforts are ably summarized in an article by Fitzgibbons[3]. Some of the studies have been supported by state agencies and organizations. Many of the projects represent doctoral and post-doctoral research.

Research studies about children's literature are pursued in schools of library and information science and in such other academic fields as English literature, education, history, communications, American studies, foreign languages. Additionally, practitioners conduct studies that range from action research to comprehensive surveys. Children's literature has been examined from many angles; among the studies are those about reading preferences of children, textual analyses, and collections of historical children's books. There is also an enormous body of literature about the teaching of reading. No national institution oversees this work in children's literature. Professional organizations tend to form the connecting links for people; libraries house the publications.

ALSC signifies its interest in international children's literature through the Batchelder Award (for a book "orginally published in a foreign language in a foreign country and subsequently published in English"); the Arbuthnot lecture, which has been given by authorities from other countries; and some of its committees. The national section of IBBY has been incorporated under the name, The United States Board on Books for Young People.

ORGANIZATION OF TRAINING

No federal or state bodies control or "organize" library education. The ALA has been authorized to accredit master's programs. Since this is the "accepted" degree, all such programs are within academic institutions that have graduate schools. The Committee on Accreditation (COA), composed of a dozen people serving two-year terms and representing educators, practitioners, and citizens, is responsible for the development and implementation of standards for accrediting the master's program. Accreditation, in addition to providing guidance for library educators, seeks to protect the public interest. Prospective library students, employers, and users of libraries have interests in accreditation. Academic institutions elect to enter the accrediting process; accreditation is not initiated or mandated by ALA. At present there are about sixty accredited master's programs in state and private colleges and universities. A list is always available from ALA. Some states have several accredited programs; about fifteen states have none.

There are other programs of library education. States require a baccalaureate degree for elementary and secondary teaching certification. School librarians can fulfill the necessary requirements in undergraduate programs, of which it has been estimated there are over three hundred. Post-master's study is offered by three-fourths of the accredited library schools; about twenty schools have doctoral programs. Programs for technicians and paraprofessionals are usually sponsored by junior colleges or community colleges, some of which have rather extensive vocational offerings.

The accredited master's program, a "general" program preparing people for academic, public, school, and special libraries, provides for "the study of principles and procedures common to all types of libraries and library services." (*Standards for Accreditation*, available from ALA and quoted elsewhere in this section). Students may elect areas of specialization beyond this general preparation. In keeping with the design of graduate programs, the curriculum is expected to "stress understanding rather than rote learning of facts; principles and skills rather than routines." If one subscribes to the notion that theory and practice are cyclical and cannot be separated, one readily sees theory *and* practice in the programs. Practices are discussed, as well as the theories underlying these practices. The master's program can usually be completed in a year if the student is carrying a full course load.

The *Standards* do not specify specific courses or subjects. Most schools continue to offer courses, often required, that used to be referred to as the "core": collection development, cataloging and classification, reference, and administration. Those preparing for children's services in public libraries take such courses along with other master's

students. Upon completion of these basic courses, students usually follow a recommended sequence for their special interests. There are advantages and disadvantages to children's librarians taking basic subjects in "general" classes. The necessary depth or specificity concerning children's services must be compromised. On the other hand, children's librarians learn about other areas of librarianship and, in turn, others can learn of children's libraries.

Courses of special interest to children's librarians build upon the required courses. Library schools offer various patterns. There might be separate courses for administration of children's services (or public libraries) and school libraries or these might be combined. Other special courses that children's librarians are likely to elect will also be taken by those going into academic and special libraries, for example, online information systems, contemporary book publishing, and measurement and evaluation of library services.

A baccalaureate degree is required for admission to a master's program. Applicants are assessed on the basis of "academic, personal, and intellectual qualifications." It would be a violation of the *Standards* to discriminate "because of age, race, color, creed, religion, physical disability, or sex." Each library school establishes its own evaluative criteria, in keeping with those of the parent institution. Practical experience in a library is probably not required by any school, however, some schools look favorably upon such experience in evaluation credentials.

Regular members of the faculty hold academic rank and must meet the requirements of their institutions. Promotion and tenure are generally based on research and publication, teaching, and public service. The *Standards* state that the "qualifications of each faculty member should include interest, ability, and effectiveness in teaching; aptitude for research; competency in the assigned areas of specialization; and active participation in appropriate professional, scientific, and scholarly organizations." Most library schools also hire, on a course to course basis, adjunct faculty-often practitioners.

There are no national examinations for children's librarians and few, if any, library schools require comprehensive examinations. Most master's programs no longer require a thesis. Within courses there are tests and exams, at the discretion of the individual instructor. Some teachers require papers in addition to, or in lieu of, examinations.

Some possibilities for postgraduate studies have already been mentioned and others will be discussed under in-service education. A children's librarian with a master's degree might take additional courses (not necessarily toward another degree) or work on a master's degree in another field such as public administration or education. It is worth noting that in the last decade people with interests in children's services have pursued doctorates.

CURRICULUM FOR TRAINING OF CHILDREN'S LIBRARIANS

The curriculum for students planning to enter children's services is likely to be somewhat different in each of the accredited schools of library and information science. An urgent need exists for an analysis of the programs of the schools to identify similarities and differences and to note the patterns most commonly followed. Although pros and cons of the various configurations could be inserted here, that discussion is not necessary to listing the topics pursued in courses. The subjects mentioned in this section might in some circumstances reflect course titles, in other cases the material might be incorporated into courses required of all students, other general courses, type-of-library courses, courses primarily for students entering youth work in school and public libraries, or courses very specifically for students preparing for children's services of public libraries. The topics might, also, be pursued through independent study, either within courses or by registering for independent-study credit. Furthermore, it must be noted that instructors develop their own outlines regarding specific content. Thus, the same course (even taught at the same time) by two instructors is likely to cover slightly different content and use dissimilar bibliographies.

The topics mentioned in the following paragraphs are grouped according to the suggested outline. The list is by no means comprehensive. No attempt is made to note specifically young adult services and literature, although much that is reported about children's services also holds true for young adult services, with the necessary adaptations for the age and interests of adolescents.

Under "administration and planning of library service to children" can be grouped many of the elements pursued in courses. Students study goals and objectives of children's services proposed by national and state organizations and learn the ways (and difficulties) of developing statements locally. Important to the preparation of goals and objectives is an understanding of the community served, both general and specific, as well as obvious users and potential ones. Discussions of personnel embrace the qualifications, responsibilities, and competencies of the children's librarian; the roles of local and state administrators and supervisors and other consultants; and the supervision of paraprofessionel, technical, and clerical staff and volunteers. Collection development, a major subject, is addressed through study of the purposes and functions of collections, selection policies, the evaluation and selection of materials (including guides and aids), types of materials housed in libraries, and special collections within children's areas (i.e., local history, materials for parents).

Programming is an unwieldy topic because there are no neat ways to pigeonhole the various types, subjects, or audiences. A specific pro-

gram might be a group presentation or continuing activity, about a particular subject or type of literature, for a certain age level. The literature is rich with descriptions of specific programs libraries have conducted. The smorgasbord offers books and articles about storytelling, story hours, book talks, summer reading programs, seasonal events, craft programs, book discussion groups, library clubs, instruction in library use, workshops for baby sitters, outreach programs, and services for special (or defined) groups-gifted, bilingual, latch-key, preschool children; or parents. The list is endless.

Technical services cover acquisitions, cataloging and classification, and any other topics relevant to bibliographic control of book and nonbook materials. Facilities are discussed with regard to equipment and furnishings; desirable and effective arrangements of areas and rooms to accommodate user needs and work patterns; spaces needed for the collection, group activities, and individual pursuits; and such specific concerns as access for the handicapped.

Many of the aforementioned topics are introduced and/or reviewed in courses by the considering of the managing of children's services, where the elements are tied together and interrelated. The study of the measurement and evaluation of library services is quite evident in accredited library schools (and not limited to quantitative assessments). Preparing budgets (and there are various kinds) usually requires justifications and decision making about all the topics noted earlier. Even such a seemingly specific topic as circulation systems requires a grasp of goals accepted by libraries. It would be the intent of most courses to suggest various circulation systems (automated and manual) and the principles underlying effective systems; there is little need to "practice" systems (except to study them as one does a mechanical object) because each system must ultimately be evaluated within the constraints and possibilities of the individual library. Another pervasive topic is none other than computer applications, including selection and evaluation of hardware, uses in administrative functions and by children themselves, data bases, and programs. Courses are also likely to address intellectual freedom and censorship; public relations and publicity; legislation and copyright; professional organizations; and libraries serving children in other countries.

"Psychology and mental development of the child" and "educational methods and systems used in schools" are generally approached in two ways: (1) students take courses about the subjects as part of their undergraduate programs or as electives in their graduate programs and (2) the subjects are incorporated at suitable places in library science courses, as basic introductory material or by references throughout courses. Among growth and development and learning theories discussed are those of Erikson, Maslow, Bandura, Piaget, and Kohlberg

dealing variously with levels, stages, needs, values, skills (psychosocial and motor), learning strategies, and behavior and discipline. Most instructors make the point that "the normal child" exists only on paper. The school setting is explored with particular attention to patterns of organization, the elementary and junior high classroom, curriculum areas the library can support with materials, theories about learning to read, grade levels and norms, and estimating readability of materials and reading levels of children. Some would suggest more thorough preparation is needed in the subjects of the paragraph.

Cooperation with other organizations is often subsumed under programs and services or outreach. Library science students learn that schools and school children who use the public library borrow materials about classroom subjects and that librarians make presentations to groups in schools as well as the public library. Various levels of cooperation with school libraries are looked into. Kindergartens are usually a part of the school structure; child-care agencies for pre-school children (and children who are cared for until parents return from work) are not. These private establishments make use of materials and services of public libraries. With reference to other specific organizations noted in the outline students learn that some public libraries make provisions for children to charge out books during their hospitalization and other libraries loan collections to hospitals; many hospitals, however, furnish reading materials for children. Relationships with publishers are somewhat cyclical: librarians buy their publications but also suggest what is needed and contribute to the content. Children's librarians promote certain radio and television programs and, without doubt, must know what youngsters are watching on television to serve them well, since many of their requests are prompted by their viewing. During the past two summers a public television series about books, "Reading Rainbow," has been telecast. Many libraries regulariy furnish information about books and library activities to local newspapers.

Students are introduced to additional ways libraries cooperate. In national committees and locally libraries serve Scouts, parent groups, recreational agencies, and professional education associations, to name a few, by offering programs, services, materials, and advice. Networking is talked about from the national to local level and takes many forms. Recent concerns have dealt with interlibrary loan, specifically the need for children to have access to this service. Other networks link state or metropolitan area systems, several public libraries, or different types of libraries--academic, special, school, and public libraries.

Practical work is obtained in several ways. Some students bring work experience to their master's programs; others work while they are enrolled, either for pay or academic credit. When taken for academic

credit, the experiences might be within courses, where part of the requirements specify some practical experiences, or as a course. The latter, out of favor for many years, has returned to library school offerings, largely through student pressure. Although such courses take various forms, at my institution the intent is to place emphasis upon learning of the role and responsibilities of the professional and gaining an overview of the many facets of the library, in this case children's services within the public library. The experience is meant to be one worthy of graduate credit.

Children's literature might be offered as a single course in some library schools but most have more than one course in the area, some by types of books, others by age levels or other categories. Despite the arrangements, contemporary books are definitely covered and historical and international literature to some extent. Basic courses are sometimes supplemented by advanced courses and seminars. As suggested earlier, each course would be developed by the instructor, nevertheless, most initial courses treat in one way or another types of books: picture books (including wordless, alphabet, and Caldecott-winning), poetry, traditional tales, fantasy, realistic fiction (historical and contemporary), biography, information books; literary criteria: plot, setting, characterization, style, theme; and other groupings: animals, ethnic groups, humor, Newbery Medal books, sexism and racism, and so forth.

Students are expected to read widely and/or critically and to consider children's responses to books. Criteria for evaluating and selecting books and other materials are developed and publications that assist in these processes are studied. Ways and gimmicks to encourage children to read and to utilize books are discussed. The history of children's books is sometimes offered as a separate course and sometimes as an introductory unit in a contemporary literature class. Alas, books published today in foreign countries are probably not adequately surveyed, although they are not absent from courses in some library schools. Recent interest in nonEnglish-language books for children has led to investigating publications of other countries.

Audiovisual materials, as well as children's magazines and free and inexpensive materials, are by and large treated in the children's literature courses rather than as separate courses. When special audiovisual courses are offered, they often go beyond materials to equipment and production. Courses about films would not necessarily treat children's films exclusively. Types of audiovisual materials with which those entering children's services need to become familiar are films, filmstrips, and slides; audio and video recordings-locally produced and commercial; maps, globes, charts, and bulletin boards; posters, pictures, and photographs; realia, toys, and games; and puppets.

Many bibliographies and sources about children's literature have

been published, so many that there are bibliographies of bibliographies. In print are retrospective and annual lists, comprehensive and special bibliographies, lists of book and nonbook materials; sources that list works about certain topics or groups (i.e. death, American Indians, the disturbed child); articles and books about titles to promote for various ages, occasions, and so forth; and reviewing sources and professional journals. It is simply not possible to cover all of them in the master's program.

Most graduate courses meet (in the classroom) from two to four hours per week; students are expected to spend roughly ten hours per week in preparation and study for a course. A semester runs a little over fifteen weeks. A fulltime student would take about four courses in a semester.

Teaching plans are developed by each faculty member for his/her course. Most instructors plan teaching strategies that allow for diverse activities inside and outside of the classroom. Thus, even within a course on one day there might be a lecture by the instructor (or guest speaker) followed by questions and discussion; on another day students (individuals or small groups) might make presentations to the class. Field trips to libraries are sometimes made during class time; students might also be assigned to visit libraries outside of class periods. Instructors do not spend the class hour orally quizzing students on their memorization of specifics in a textbook.

Outside of class students are expected to read avidly about the subject matter of the course in numerous books and magazines available in the college or university library. Various types of written assignments might be required. Additionally, in most courses students would prepare a substantial paper or project, usually on topics that meet the individual needs and interests of the students. The instructor might require a paper or project instead of an exam. On the other hand instructors can give weekly quizzes, mid-semester exams, and final exams. Exams are more likely to be written than oral.

IN-SERVICE TRAINING

Continuing education opportunities are available in many forms and are offered by academic institutions, professional organizations (local, state, regional, and national), libraries and library systems (local, regional, state), and private (or commercial) firms. When offered by, or in association with, an academic institution, a participant might enroll for credit (regular or continuing-education units) or work toward a degree. Other sponsors could be from library-related fields. Programs planned for groups could be called a conference, convention, institute, clinic,

symposium, workshop, meeting, or lecture. The length of time programs last ranges from an hour to several days. Some programs are spread over a period of time, perhaps several weekends. Publications, which might be used for self instruction or might report proceedings, are available in various formats: books, journal issues and articles, pamphlets and brochures, and videotapes. For group programs, as well as independent study, articles, syllabi, and bibliographies are prepared.

Topics addressed in continuing education programs have no limits but sessions frequently provide updates or center on current issues. New technologies (computer applications); new emphases (services to particular groups); and new materials, techniques, and equipment, all promt the need for programs. Recent offerings have addressed, to suggest the assortment, managing children's services, storytelling, writing for grants for financial aid, revised cataloging rules, and recent findings about nineteenth-century books. Professional journals make a special point of announcing continuing education programs.

Not to be overlooked are the opportunities that individuals seek outside of the framework of organized programs. Such activities include reading professional literature, writing for that literature (contributing books, articles, reviews), working for professional organizations (as officers and committee members), preparing presentations for other professionals or paraprofessionals, visiting other libraries, making informal contacts with other professionals, and mastering computer programs.

The programs described in the preceding paragraphs are primarily for professionals, with or without an accredited degree. In-service training for paraprofessionals is usually job- or task-specific and conducted locally. Sometimes several libraries cooperate, and therefore, allow (as with professional programs) for touring the host library. The training generally addresses immediate needs. Subjects are not necessarily so different from the ones mentioned earlier; however, the information conveyed would center on aspects pertinent to the jobs of paraprofessionals.

GENERAL OBSERVATIONS AND COMMENTS ON POSSIBLE DEVELOPMENTS

Since in the U.S. there is neither a single voice about education for librarianship nor unanimity about future developments (and since space will not allow me to share the diversity of opinions), it seems fitting to close with one very immediate concern of children's librarians. Several accredited library schools have recently been forced to close, primarily for financial reasons. Among these schools are ones that have been distinguished for their leadership in children's services. Some schools are

relying too heavily on adjunct faculty to teach children's services courses. Teaching practitioners seldom have time or chance to be fully involved with curriculum development or program planning. The concern is aptly stated by the president of ALSC. Library education is "of real urgency to libraians serving children. There is widespread concern about the condition of our speciality in library schools. ...Children's and school librarians in several states have become involved in urging library schools to reinstate and strengthen courses.... One troubling fact has been the dropping of children's services courses and faculty in several schools. A second fact troubles some of the schools, and we must share their concern. There seems to be a considerable decline of interest in children's services among those entering the professiion. Library school students and new librarians are opting for other-sometimes more lucrative specialities"[4].

What does the coming decade hold? In the words of an old radio serial, "tune in tomorrow to find out".

Notes

(1) *An Analytical Survey of Illinois Public Library Services to Children* ([Springfield]: Illinois State Library, 1978).

(2) Ohio Library Association, Service to Children and Young Teens Division, Children's Services Survey Task Force, *A Survey of Children's Services in Ohio Public Libraries* (Columbus: The Association, 1979), p. 31.

(3) Shirley Fitzgibbons, "Research on Library Services for Children and Young Adults: Implications for Practice," *Emergency Librarian* 9 (May-June 1982): 6–17.

(4) Margaret Bush, "ALSC President's Message," *Top of the News* 41 (Fall 1984): 23–24.

ZIMBABWE

Roger Stringer

INTRODUCTION

Zimbabwe is at present in a state of change. Nearly five years after the demise of Rhodesia and the attainment of independence in April 1980, the new government is in the process of implementing plans in accordance with its policy of socialism. In describing the present state of affairs, it must be borne in mind that many things may change and that in many cases it is only possible to discuss plans which are about to be implemented.

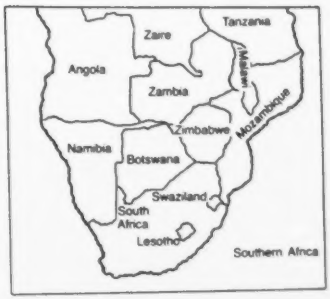
This is particularly the case in discussing library services – which are on the threshold of major developments. While a well-developed infrastructure already exists in the field of special and academic libraries, public library services have largely lagged behind and it is here that the major changes will come. There is no formal training of children's librarians at the present time, although plans are presently being made. This article will therefore attempt to show the services offered to children by Zimbabwe's libraries and indicate the need for training in this area.

THE COUNTRY

Zimbabwe covers an area of 390 245 km^2 – approximately three times the area of England, or nearly as big as California – in southern Africa. The provisional results of the 1982 census give a total population of 7 539 326, the population density therefore being approximately 19 per km^2. About 23% of the population live in the main towns and cities as shown on the map. There are three official languages: English, Shona and Ndebele, though English is the medium of instruction from secondary school level, and is also the language used in the national media.

Zimbabwe: major urban centres
Population at 1982 census (provisional)

Harare	656 011
Bulawayo	413 814
Chitungwiza	172 556
Gweru	78 918
Mutare	69 621
Kwekwe	47 607
Kadoma	44 613
Hwange	39 202
Masvingo	30 642
Zvishavane	26 758
Chinhoyi	24 322
Redcliff	22 015
Marondera	20 263
Chegutu	19 621
Bindura	18 243
Shurugwi	13 351
Kariba	12 387
Norton	12 360
Chiredzi	10 257
Victoria Falls	8 114



The number of children under the age of 15 is estimated to be about 50%. The population growth rate is one of the highest in the world, a rate of 3.1% being measured between the 1969 and 1982 censuses; an estimated 400 000 children are born each year. The adult literacy rate has been estimated at 77% male and 61% female; 50 000 adults are said to be attending literacy classes each year.

There has been a rapid expansion in educational facilities since independence. Primary schooling has now been made free (but not compulsory), the numbers of children attending primary schools rising from 819 128 in 1979 to 2 044 847 by the end of 1983. Secondary school enrolments have risen correspondingly, from 73 540 in 1979 to 316 438 in 1983; the transition from primary to secondary schools is estimated to be over 70%.

Zimbabwe's economy is relatively advanced, with a more developed and diversified industrial sector than similar countries in the region. Agriculture is the chief source of income of 70% of the population and even in poor climatic years produces more than a third of the country's earnings. Mining, although it accounts for only 7.5% of the GNP and employs only 6% of the population, plays a significant role in Zimbabwe's foreign exchange earnings.

Manufacturing industries were forced to diversify during Rhodesia's UDI towards import substitution, and it is largely for this reason that this sector in 1980 contributed 25% to the GNP and employed 16% of the work force.

Libraries in Zimbabwe

As was mentioned earlier, public library services have, with a few notable exceptions, lagged behind the development of other libraries. Well developed libraries can be found, for example, at the University of Zimbabwe, the National Archives and in several Ministries. The previous government recognised the need for the development of libraries in Ministries and Departments and in 1972 established the Government Library Service (GLS). Staffed only by two professional librarians, the GLS's functions are to advise Ministries on all matters relating to the maintenance of an efficient library service; to advise the Public Service Commission and Ministries on recruitment, selection, promotion and advancement of library personnel; to provide in-service training for unqualified library staff; and to co-ordinate government Departmental libraries.

The salary scales and conditions of service recommended by the GLS have tended to become the yardstick for major libraries outside government control, yet it has been difficult for libraries with dissimilar staffing structures to grade staff competitively. Posts such as those of child-

ren's librarian in public libraries are often therefore graded too low to attract qualified staff.

Another important development which has some bearing on the development of library services was the creation in 1979 of the post of Schools Librarian in the Ministry of Education. In an effort to develop school library services, the incumbent's functions include running regular vacation courses for school library assistants and teachers in charge of school libraries, visiting school libraries to give library assistants advice on the running of their libraries, and producing a school library magazine to keep school librarians informed of the latest developments in school librarianship.

Public Library Services

No similar co-ordinating body exists as yet for public library services, and the standards of public libraries in Zimbabwe vary considerably. Previous governments' major achievement in the field of public libraries was the establishment of the National Free Library. This was established in 1944 as a result of negotiations between Mr Dugald Niven, then librarian of Bulawayo Public Library, the Southern Rhodesia Government and the Carnegie Corporation of New York. Having originally been housed in Bulawayo Public Library, it moved to new premises in Bulawayo in 1962 and became a statutory body by Act of Parliament in 1970.

The National Free Library of Zimbabwe now continues to provide a free lending service for materials for advanced reading and study, through both direct lending services and a postal loan service to the whole country; the NFLZ also co-ordinates inter-library loans both internally and externally. The library stocks only materials at postsecondary school level and does not provide fiction (with the exception of literary classics) or the sort of leisure reading normally found in public libraries.

Apart from support for the National Free Library, previous government assistance was limited to financial support in the form of grants. A commission of inquiry into library services set up in 1970[1] concluded that 'the development of public libraries has rested almost entirely on the spontaneous, isolated and unco-ordinated efforts of individuals. This led to the haphazard and uncertain growth of public subscription libraries, whose fortunes, at any point in time, were a direct reflection of the level of local interest and enthusiasm.' It further noted that 'with few exceptions, civic interest in public library services has hardly been aroused.'

This haphazard growth is reflected in the case studies of the few public libraries offering children's services which follow. The Library Com-

mission's report was never acted upon as far as public library services were concerned. Public libraries have continued to develop much in the way they had in the past, and it is only in future plans that there is any hope in bringing some measure of standard library practice to Zimbabwe's public libraries.

Marondera Children's Library

This library is unique in Zimbabwe and is the brain-child of Miss Mary Leake, B.A., A.L.A., who has run the service since its inception in 1965. The library caters exclusively for children, adult membership being permitted but not encouraged, with the exception of teachers who are given special facilities for borrowing books to use with their pupils. Miss Leake defines 'children' as those in the 3–14 age group, although 'students' aged 15–18 are also allowed to use the library. Membership costs 50¢[2] for the loan of one book at a time, or 80¢ for two books at a time; there is no annual subscription. The library is operated by the Municipality of Marondera.

The stock consists of about 7 000 books comprising about 1 000 picture books, 2 000 fiction and 3 500 non-fiction. The total membership, including 'students', is about 2 500 and annual circulation is in the region of 30 000 issues. As well as the main library, there is a small museum and a room for story telling activities which has a puppet theatre. A story hour is held every Saturday morning and sometimes takes the form of a puppet show.

Following the expansion of schooling since 1980, the library has been flooded with secondary school children whose schools have no library and very few textbooks. The demand for textbooks and study space have consequently made it difficult for the library to maintain its children's services; but while a number of basic texts have been purchased to cater for this demand, younger brothers and sisters of the students have also started coming to the library, and it is hoped that as secondary schools begin to establish their own libraries, the library will be able to concentrate again on services to the younger children.

Good relationships exist with local schools, and class visits to the library from pre-school to lower secondary groups are encouraged on a regular or once only basis. Classes visit the library to borrow books; for talks about books; to work on projects; to look at the museum; for special story telling sessions or puppet shows; for instruction on how to use the library; or just to browse.

Miss Leake is the only professional member of the three staff, and is trained in children's librarianship, also having worked as a children's librarian in Toronto and London. She attempts informal 'on the job' training, but finds it difficult to engage people of the right calibre in view of the poor salaries paid. G.C.E. 'O'-level qualifications are re-

quired for the other two posts. From early 1985, in-house training sessions are to be held for library assistants in the children's library and other libraries in Marondera. They will include library work with children as well as library work in general, in an attempt to increase morale and the library assistants' interest in their jobs.

Bulawayo Public Library

Bulawayo Public Library is the oldest public library in the country, founded in 1896 and funded in the main from subscription income and with grants from the Bulawayo City Council and central government. Managed by a committee of elected subscribers, it now operates a large central library, two full-time branches, one part-time branch and a mobile library. In addition to its normal public library functions, Bulawayo Public Library receives local publications by legal deposit under the 1919 Copyright Act and holds a valuable legal deposit and local history collection dating back to 1895.

The central library has a separate children's library and all service points carry a wide range of children's books, from picture books and easy readers to general fiction and non-fiction for teenagers. The central library holds a stock of approximately 5 000 children's books while each branch carries about 1 000 and the mobile library 750. Subscriptions for children are $2.00 for three months or $6.00 for one year, this entitling members to borrow two books at a time for up to three weeks; non-members may read in the library without paying a subscription. The total children's membership at the end of 1984 was almost 2 000. Special free membership is sponsored by charitable organisations for socially deprived children, the mentally and physically handicapped, and those from the Child Welfare Nursery School.

There are only two professionally qualified staff at Bulawayo Public Library: the Librarian, Mr Robin Doust, F.L.A., and the Deputy Librarian, Mrs Maureen Stewart, B.A., A.L.A.,who specialises in services to children. The branch libraries are manned by mature but non-professional staff, though most have been encouraged to take the City and Guilds of London Library Assistants Certificate. Mrs Stewart normally spends every morning working with school classes who visit the library, and three afternoons and Saturday mornings working at the issue desk in the children's library.

Introductory 'courses' are given to the classes that visit the library, the objectives being primarily to introduce the library to the children; to develop basic library skills; and to establish a good relationship with the children's librarian. During school holidays various activities take place including a half-hour story session every morning. Chess, scrabble, monopoly and other games are also available for children to use.

Shortage of staff is the main inhibitor to in-service training. It is very difficult to release junior staff from essential counter duties, and when they are on leave, students have to be employed on a casual basis in order to keep the library open. It is sadly the case that when Mrs Stewart is on leave, children's activities cease.

Bulawayo Municipal Libraries

The Bulawayo Municipal Library Service enjoys a high reputation in Zimbabwe. Controlled by the Community Services Department of the Bulawayo City Council, and funded almost totally from profits made at the Council's beer halls, the seven libraries serve the high-density suburbs of Bulawayo – a population of about 350 000. Mrs Karen Jessen, C. Phil., L. Dipl., has run the service since it began in 1959 with about 800 books in an old church hall. Separate adult and children's sections are a feature of the seven individually designed, purpose-built libraries, the children's bookstock totalling about 35 000 with between 4 000 and 6 000 children's books in each library; annual issues of children's books in 1983 amounted to 334 000. Children pay a nominal subscription of 5¢ a year to join the library. Miss Deborah Barron, B.A., Dip Lib, A.L.A., the only other professional member of staff, is a trained children's librarian, and supervises the children's services.

The children's service was originally intended to cater for primary school children (Grades 1–7), the criterion being scholastic level rather than age, each member being allowed to borrow two books at a time for a period of two weeks. However, as a result of difficulty in obtaining new books and a rapidly increasing demand, only one of the libraries operates at this level. The other six have had to reduce the loan of books to one at a time, and membership has been curtailed to cater only for those children in Grades 4–7. Present circumstances have also meant that while existing members may renew their membership annually, restrictions have been placed on new members; some of the branches can allow only six new members to join each week. There are at December 1984, 12 400 child members of the seven libraries out of a total membership of 20 500.

Various activities for children are held. A retired former employee visits each library once a week in turn and tells traditional folk-tales to the children. In addition, three branches have their own weekly storytelling sessions and one branch has regular magic shows and painting sessions as well; the other branches have storytelling activities only on an irregular basis. The routine attendance at one of these sessions is about 150 – but it is not unusual for 250–300 children to turn up at one time!

Miss Barron provides what in-service training she can, but the staffing level is so low and the number of children being dealt with so high

that there is little opportunity for staff to get involved with activities beyond the routines of lending. All library staff are expected to take the City and Guilds Certificate after they have worked for the service for a year. Possession of the Certificate is a prerequisite for becoming a branch librarian, and four of the children's librarians who serve in each branch hold the Certificate.

The children's librarians perform well but are obviously limited by their lack of training – though because the post of children's librarian is a promotion post, many are there for that reason, rather than for any great desire to work with children. It is also frequently difficult to develop a professional attitude in the unqualified staff except over a long period of time, and those that stay for several years are likely to be promoted to branch librarian, thereby ceasing to work directly with children.

Harare City Library

Harare City Library (known until 1982 as the Queen Victoria Memorial Library) serves mainly the low-density suburbs of the capital (Harare itself was previously named Salisbury). The central library is housed in a modern purpose-built building erected in 1962 and there are five branch libraries. Income is raised largely through subscriptions supplemented by a dollar for dollar grant from the Harare City Council and a small grant from central government. The central library has a separate children's library, while the branches have small children's sections.

Membership for children (aged 16 and below) costs $2.00 deposit and an annual subscription of $3.00 a year. This entitles a member to borrow one book at a time for two weeks, though a second book may be taken at a charge of 5¢ each time the second ticket is used. Children outside Harare can borrow 8 books at a time for a deposit of $13.00 and an annual subscription of $8.00.

Twelve full-time staff work at the central library and fourteen part-time staff at the branches, but only two are qualified, the chief librarian, Mrs Mary Ross-Smith, F.L.A., and the reference librarian, Mrs Jean Cunningham, A.L.A. Although there is a post for a children's librarian, salaries are poor and it has not been possible to employ a qualified person for several years. Children's activities were undertaken when a qualified librarian was in post, but these have since ceased. School classes do still visit the library and are given introductory talks. Shortage of funds is the main cause of the present situation and, as with other libraries, increased demand, particularly from students, makes it difficult to operate more than standard lending and reference services.

Harare Municipal Libraries

Harare's community services were described in the press recently as being many years behind those of Bulawayo; this is certainly the case with the City of Harare's libraries, operated by the Department of Community Services of the City Council. Mr Ashabai Chinyemba, B.A., Dip Lib, is the only qualified librarian and heads the service which controls six libraries in the high-density suburbs. The libraries were originally established essentially to provide reference services for people of 'secondary school going age and above'. The libraries have since introduced a lending service, and three of the six provide books for children, although there are no separate children's sections.

Children's membership costs $1.00 per annum, but the poor facilities are reflected by the number of members. One library has 25 registered members, all from the same school, and another has only eight registered members, five of whom come from the same family! The libraries are used in the main as places for students to study, and until the City Council makes considerably more funds available, are likely to remain that way.

Six of the thirteen library assistants presently employed are undergoing the City and Guilds Certificate course, and Mr Chinyemba intends subsequently to give them some training in children's work. There is provision for posts of Senior Library Assistant, who, with five G.C.E. 'O'-levels and the City and Guilds Certificate, will be responsible for the children's sections to be developed in each library.

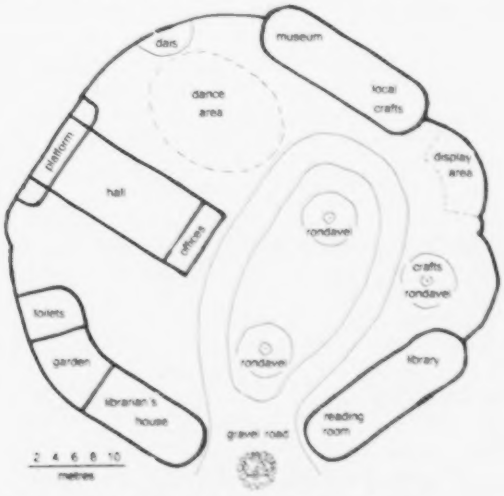
Future plans

The Directory of Zimbabwean Libraries[3] lists a further fifty public libraries, but none is run by a qualified librarian. Some have large children's collections – particularly those in the larger centres, and while the efforts of those involved in developing the libraries are to be commended, it is evident that they lack the expertise that could be given by a professional librarian. In recognition of this and in order to make library facilities available to the rural population, the government intends to establish a National Library and Documentation Service (NLDS). This service will not only have the responsibility of developing public library services, but will also bring the National Free Library, the Government Library Service and the School Library Service together under the same authority. A Bill to establish the NLDS as a corporate body responsible to the Ministry of Youth, Sport and Culture was gazetted in November 1984 and is likely to be debated in Parliament early in 1985. The NLDS will be responsible for all libraries owned and controlled by government, and other libraries will be allowed to affiliate to the Service.

As far as public library services are concerned, the thrust of the NLDS will be to the rural areas; government considers public library services in the larger urban centres to be the responsibility of local authorities. The focal points of the service will be the libraries in the Culture Houses which are to be built in each of the 55 district centres in the country. Only one such Culture House has yet been constructed (they cost in the region of $100 000 each) and it comprises a museum, craft workshop and market, and a theatre as well as the library. The library has been designed basically as a lending and reading service, and no provision for a children's library appears to have been made, though the design of the Culture House will allow other facilities for activities (see sketch).

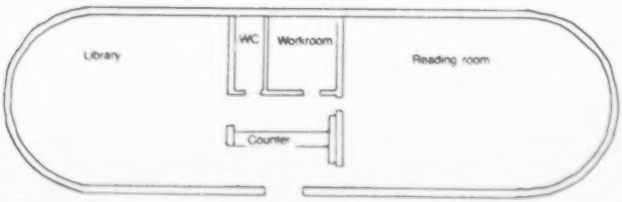
Eight multi-media mobile libraries, one for each province, will serve the smaller centres. In addition to carrying books, these vehicles will be equipped with radio, tape and film projection facilities. Centralised services are planned from the NLDS headquarters to be constructed in Harare, and distribution of materials as well as professional services will be done from provincial centres.

The NLDS arises out of a consultancy visit in 1981 under the auspices of the British Council by Mr William A.G. Alison, F.L.A., formerly Director of Libraries of the City of Glasgow, Scotland. In his report he recommends that 'local authorities and other bodies providing public libraries should be required to provide attractive accomodation



Sketch of preliminary design of a Culture House

for children in these libraries. The National Library Service should ensure that stocks of children's books in public libraries are adequate'. It is hoped that when the NLDS is set up, this recommendation will be implemented.



Sketch of preliminary design of the library at a Culture House

TRAINING

No professional education of librarians has been available in Zimbabwe, but a course is to begin in January 1985. All professional librarians working in Zimbabwe have been trained either outside the country (mainly in the U.K.) or through correspondence with the University of South Africa (UNISA) for the Bachelor of Bibliography (B.Bibl) degree. The syllabus for the latter makes no mention of library work with children, although UNISA does also offer a course in school library science which includes some relevant topics. The heavy bias towards academic and special libraries in Zimbabwe means that at the moment prospects for employment, and higher salaries, lie outside the field of public library work. Student librarians when overseas are therefore likely to specialize in those areas when options are available, and those that may choose to study library work with children have little opportunity at present to practice their skills.

The only form of local training which has been available is, as mentioned previously, the City and Guilds Library Assistant's Certificate. It is not, of course, a professional qualification, but in the absence of full professional qualifications, it has tended to be recognised for promotion purposes. The course has been offered by Harare Polytechnic and Bulawayo Technical College since 1976, and is taught on a part-time basis by local professional librarians. Short library training courses have also been operated by the GLS, the Zimbabwe Library Association (ZLA) and by the School Library Service.

One of the functions of the NLDS will be 'to train librarians and to ensure, maintain, co-ordinate and develop a high standard of librarianship.'; a training school is planned as one of its components.

Consultancy visits have been made in this regard by Mr Edward Dudley (through the British Council) in 1982 and by the late Professor Sam Kotei (through Unesco) in 1983. It is not yet known when this training school will be established, and in the meantime Harare Polytecnic has created a Department of Library Science which will offer a three-year diploma in librarianship from 1985[4]. The first intake will be of 25 students with a minimum qualification of five G.C.E. 'O'-levels, though demand has been so large that it is hoped that students with higher academic qualifications will be selected.

The course is being planned on the basis of recommendations made by local librarians and Mr Dudley, who made a second consultancy visit in November 1984 to assist the three staff in drawing up a syllabus. The course is likely to follow a modular (unit) approach, and the intention at the moment is to include children's library work as an option in the third year of the course. Planning of this part of the course has not yet been done and it is therefore not possible to give any details as to the components of this option.

Mr Dudley's original report recommended that two options be taken: one in studying particular types of LIS, eg. public libraries, special libraries, etc., and one in service to particular user groups, which would include services to children and a study of children's literature. A further compulsory unit was recommended which would deal with problems of selection of material, particularly imaginative writing, and special emphasis would be given in this unit to the selection of relevant materials for African children and adults.

The staffing level of the Department will gradually increase over the next few years, and expertise in particular aspects of library work will be looked for in the staff; one of these is likely to be in library services to children. There will also be two ten-week periods of practical field work in Zimbabwe's libraries, thus allowing the opportunity to draw on the expertise of specialist practising librarians. At least one of the field-work placements will be in a library whose services relate to the options chosen by the student.

Finally, brief mention must be made of the Zimbabwe Library Association's role in training. The ZLA has been responsible for the organisation of the City and Guilds courses, and formed an Education Committee to deal with this in 1976. This committee has been working closely with the Department of Library Science in ensuring that the country's professional requirements are met. (The future NLDS will have an advisory Council upon which will be represented, as well as librarians, 'not more than eleven persons drawn from women's and youth groups, cultural organisations, parent-teachers' associations, affiliate libraries and other persons or bodies having an interest in the Service.' It is hoped that such representation will ensure provision, both

in library facilities and in the training course, of library services to children.)

Children's Literature

The availability (or otherwise) of children's books has a major influence on the services that Zimbabwe's libraries can offer to children, and it is necessary to say something about this. While Zimbabwe has a relatively well-developed publishing industry, most companies depend for their livelihood on the mass production and sale of school textbooks. All primary school texts are published locally, as are the majority of lower secondary school books. The purchase of publishing rights is also allowing some publishers to reprint titles locally, thus saving foreign exchange and maintaining employment in the local printing industry.

However, books which do not achieve the volume of sales which textbooks can reach are financially less viable for the publisher. One small local general book publisher, Mambo Press, published only five children's books in 1984 – three in English an two in Shona. These were aimed at the 7–12 age group and are primarily designed as supplementary readers for school children. Another local publisher, the Zimbabwe Publishing House, has produced several high quality children's books for a variety of age levels. The lack of an established market does however make it difficult for them to meet their production costs. Very few parents buy books for their children and schools do not always have money to stock their libraries in preference to purchasing textbooks. There are many talented children's authors and illustrators in Zimbabwe but the poor market response is the main inhibitor to publishing in this field.

The major multi-national publishers operating in Zimbabwe are Longmans and the College Press (an associated company of Macmillan). Both these publishers produce books for older African children in their Drumbeat and Pacesetters series respectively, many of which are reprinted locally. These series have proved very popular, but not being available in hardback editions, do not withstand heavy library use.

The children's libraries of the public library services in Zimbabwe have relied very heavily on imported books. Severe shortage of foreign exchange, particularly in the past two years, has however caused the availability of imported children's book to be almost negligible. The major children's libraries have been able to buy no new children's books since 1983. This has particularly affected the services offered by the Bulawayo Municipal Libraries, and other libraries are being forced to consider restricting their services in order to avoid a total cessation of them. Zimbabwe also imposes heavy import duties and surcharges

on books as well as 15% sales tax; booksellers, librarians and publishers are uniting in efforts to persuade government to sign the Unesco 'Florence Agreement' and Protocol in order to remove tariff barriers to the free flow of books.

Associated with the local publishing industry is The Literature Bureau, a department of the Ministry of Education. The Bureau was founded in 1953 with the object of promoting writing in the vernacular languages. Among its aims are: to encourage, assist and advise local authors in Shona, Ndebele and English; to sponsor for publication material which will meet local needs; to promote the reading habit, especially among young Zimbabweans; and to research into readership requirements. The majority of their books have been produced for adult readers and published by local commercial publishers.

In the late 1950's the Bureau produced three titles of traditional nursery rhymes in Shona and Ndebele for children, two of which are still in circulation today. In the 1960's, because of the demand and a lack of reading material for children, the Bureau embarked on a programme of producing simple booklets for children. These are simply stapled foolscap pages which sell at 5¢, 10¢ and 12¢ for 8, 12 and 16 pages respectively. To day over 305 000 copies have been sold and they are extremely popular with children. The need to follow up these publications was soon seen, and story book-lets, often illustrated with black and white line drawings, have now been produced. These are 20–30 pages in length and sell for between 15¢ and 30¢ each; over 210 000 copies of these have been sold.

The publications officer, Mr D.B. Hlazo, does not believe that the Bureau should yet change its approach and produce more expensive high quality materials. The Bureau's present system of selling their publications direct to people in the rural areas through their mobile book vans or by mail order, allows the low-income population easy access to reading materials. It will only be after rural growth points with services such as the Culture Houses have been developed that distribution will be easier in these areas and consideration can be given to more durable materials which might then be made available through libraries.

The only private organisation promoting children's literature is the Zimbabwe Children's Literature Foundation (ZCLF) which was set up in June 1980 by a local librarian and author, Mrs Tendai Makura, M.A., MLS. Registered as a welfare organisation, the ZCLF's objectives include: to promote children's literature in the African languages by discovering talent through competitions, etc.; to facilitate the publication of literature for children by providing illustrators and artists for good manuscripts; and to sponsor publication of children's books in the African languages.

The ZCLF has so far produced five books and others are in prepara-

tion. Like The Literature Bureau, their publications are cheaply, though well-produced, being aimed at individual sales rather than for library use. The Foundation raises its funds through its own fundraising activities, though support has come from donor agencies and the Canadian and Australian High Commissions.

Finally, a recent development in the promotion of children's literature is the Home Libraries project which has the support of the IFLA Section of School Libraries. The scheme involves the formation of community groups who engage in telling stories to children and encourage the use of books and libraries through other activities such as games, singing and drama. The leaders of the groups are developing a collection of books in their homes which can be loaned to children in the groups.

The primary object of the project is to encourage children, of both pre-school and school going age, to develop an appreciation for reading for pleasure and for information not simply as a tool for examination success. Three groups are presently operating, and it is hoped that they will prove successful and lead to the extension of this idea throughout the country. This project, in conjunction with the development of rural library services, will go a good way towards promoting children's literature and the use of libraries.

Conclusion

It is hoped that the picture painted above gives some impression of the present situation in Zimbabwe with regard to library services to children. It should be evident that while existing services leave much to be desired, there is a foundation on which improvements can be made; there is a 'hard core' of expertise available in the country, and the plans for the development of library services allow for the use of this expertise. It can only be hoped that with the dedication of Zimbabwe's librarians, and with the support of government, the development of library services for children will occur, and that priority will be given to the training of librarians in this vital field of their profession.

Notes and references

(1) RHODESIA. Library Commission. 1970. Report of the Library Commission 1970. Salisbury: Government Printer, 1971 (CmdR.R. 7–1971).

(2) Z$1 (= 100 cents) was equivalent to US$ 0.69 or £ 0.57 in December 1984.

(3) MUSHONGA, B.L.B. (comp.) Directory of Zimbabwean Libraries. Salisbury: National Archives, 1981.

(4) The Polytechnic is responsible to the Ministry of Labour, Manpower Planning and Social Welfare. It is not clear how the Department will relate to the Library Training School of the NLDS in future; there appears to be some inter-ministerial rivalry here.

EDUCATION AND TRAINING – WHY AND HOW?

Eva Glistrup,
Lena Skoglund,
Inger Cathrine Spangen

Comparing the countries there is a great variety as to the extent of education and teaching for library work with children. At one extreme one finds countries with no or practically no training at all, at the other extreme countries with general courses followed by advanced courses specifically designed for children' librarians/children's library specialists. Zimbabwe may be taken as an example of the first, Norway of the latter (cfr. the previous articles).

All the countries presented here acknowledge however the need for education and training for children's library work, – whether they offer such a training or not. Spain regrets the lack of training for children's work (one of the schools offers a course in children's literature, but nothing on children's library service), while Zimbabwe already plans to offer such a course as an option within a year or two. Even countries that do have formal training for children's librarianship express discontent, pointing to the need for indepth-courses or basic (general) courses (cfr. GDR and Nigeria).

It is important that children's library work be included in the library school curriculum and not just offered as short courses and seminars (to people who have developed a special interest in this type of work).

The training can be structured in various ways, – as the articles will have shown. The Section of Children's Libraries recommends (suggests) however that the education and training for library service to children be planned as a modular course consisting of three levels/stages, each one building on the previous. The lower level will be for all librarians, the medium level for public librarians, while the upper level, being a specialist level, will prepare for library work with children and their superiors (parents, teachers, group leaders, etc.).

Children's librarianship should be included in any library training, no matter what type of library (public or special) the student will aim for, the reason being the need for a general understanding for the importance of a (good) library service to children and what this service involves (stage 1). Many of the students might later on be involved in library

planning and development. It is important that the planners keep all user groups in mind, – and particularly children. They need to know and consider that children are often the most frequent and avid users provided they have a library in their area, and they need to recognize that children are a major resource of the country. Investing in children is investing for the future, investing in further development of the country.

Good, efficient and longlasting library habits may be developed in early and late childhood, – *if* there is a children's library service. Thus the child learns where and how to find information; thus the child will have a real opportunity of obtaining the necessary reading material to keep and develop his/her reading ability etc. Good experiences of this kind might turn the child into an adult user of books – and libraries.

"Children's library service" is not always and has not always been included in the general library training. It should be. Norway is an example of a country where service to children is discussed with all library science students, while Nigeria stresses the need for such a training programme.

People working in public libraries need a further developed instruction to children's work (stage 2), while librarians planning to work or wanting to work specifically with children and their library service should have the opportunity to specialize in children's work (stage/level 3).

It is important that the librarian in charge of a public library has an understanding for and some knowledge on children's work. The person in charge has a great impact on the atmosphere in the library and will to some extent provide the working conditions. The person is expected to inspire the whole staff, maybe train other people, and most certainly the person is expected to create an interest for specialization. – Besides one should not forget that many public libraries (main libraries or branches) are staffed by just one professional librarian, who has to serve all ages including children.

The specialist may work directly with children, but could also provide leadership in planning children's services on a wider scale.

Looking at the training practices there is some justification for a training model like the one presented here. Much of today's children's library training is given *either* as a one-level training – i.e. given only as an option (Nigeria, Zimbabwe) or only as a compulsory component (GDR – the library school for librarians in public and trade union libraries) – *or* as a two-level training (USA) – i.e. some basic parts are compulsory, while others are optional. Some countries offer a three-level training. Among these is Norway, where there is a compulsory part for all library science students, another compulsory part for all students preparing for public library work, and a third optional part for

those wanting to specialize for children's services. This third level has also been broadened by an advanced course in children's work (240 class hours) after finishing library school.

It is worth while noting that the countries presented here with a one-level training express the need for a second level, Nigeria wanting a compulsory basic training, GDR wanting a specialist level as an option.

The extent of the courses as to class hours varies and will always vary as long as the extent of the study in library science varies from country to country. Thus the only way to state the length of the training in children's librarianship will be by stating the length as fractions of the complete library science course.

Having considered the material at hand and having compared with a few more library schools the Section will recommend that the following fractions of the total training be devoted to library service to children (these fractions to be taken as a minimum):

General level: 1/70 (i.e. 1 week out of a total of 70 weeks, 1 day out of a total of 70 days, 1 hour out of a total of 70 class hours, etc.), equivalent to 1.4% of the training in library science.

Medium level: 6/70 (i.e. 6 out of 70 weeks, 6 out of 70 class hours, etc.), equivalent to 8.6% of the total training. This comes in addition to the general level, which means that with a completed medium level 7/70 (= 10%) of the student's time will have been devoted to children's work.

Specialist level: 3/70 (i.e. additional 3 weeks out of a total of 70 weeks, etc.), equivalent to 4.3% of the total training. A student choosing children's library services as a speciality will thus spend a total of 10/70 or 1/7 of his/her time on children and related subjects. This is equivalent to 14.3% of the total library science course.

All these figures are suggested *minimum* figures. More time may be devoted and certainly could be needed, but the figures presented here seem realistic at the moment (Figs. 1–3, see pages 134–136).

Only one of the countries presented in this book gives such fractions or percentages (Norway), but it has been possible to make some estimates based on the information given. It is interesting to compare these figures with the recommendations:

	General level	Completed medium level	Completed specialist level
Recommended	1.4%	10%	14.3%
GDR		approx. 7.1%	
Nigeria (bachelor) Ahm. Bello			approx. 10%
Maiduguri	approx. 0.9%	0.9%	approx. 11.4%*
Nsukka	approx. 0.8%	0.8%	approx. 14.4%*
(postgraduate) Ibadan	approx. 0.4–0.5%	0.4–0.5%	approx. 7.1–8.2%
Norway	3.6%	5.2%	12.4%*

* Consists of several options; this figure shows the maximum time devoted.

The medium level will be the most important level, – for the reasons mentioned earlier. Least time will be devoted at the general level (but it is interesting to note that Norway has another design here).

It is easy to argue that the suggested time is needed. Both Nigeria, Norway and USA give rather detailed descriptions of the curriculum, showing the range of subjects to be covered.

A fixed curriculum for all countries cannot be set, but a suggestion for how it could be developed would be:

Basic level (for all library science students):
- Children's living conditions
- The child's media situation (including oral tradition)
- Presentation of the aspects involved in library service to children

Medium level (for all public library librarians):
- Introduction to children's literature/children's materials
- Book selection (material selection); collection development
- Bibliography, reference books
- Goals and objectives of the children's library
- Planning of library service to children
- Extension activities; programming
- Cooperation with other organizations and institutions

Upper level (for children's library specialists):
- Children's literature
- Book reviewing
- Children's psychology
- The handicapped child; the reluctant reader; the culturally disadvantaged child
- Foundations of education
- Facilities
- Administration/management of children's libraries

For more details as to the curriculum see the various articles mentioned above.

The training at the upper level will necessarily be offered as courses specifically devoted to children, children's materials and children's library services. The training at level one and two may be organized in various ways. The children's aspects may either be included in more general courses on the subject – e.g. library planning may also include planning of library service to children etc. – or they may be dealt with in special courses particularly devoted to children's library work. Many library schools might decide on a mixture of these two ways of handling

the subjects. Again Norway is a good example of such a solution. There is no right way here.

What has been outlined here, is the training of the professional librarian. Paraprofessionals are also needed. Both Nigeria and Norway give rather detailed descriptions of the training of paraprofessionals, and it is worth while to look into that material for those who are planning such a training.

Short courses – Advanced courses – Seminars

The section will also stress the need for short courses/follow-up courses in children's library work. Such courses are needed in *all* countries, no matter how well the (children's) library service has been developed.

The courses must be planned and adjusted to the needs of the country, i.e. to the level of development of the library service, to the already existing training for children's work, to the needs of the children's library staff, and to the demands put on the staff. In many cases the children are served by paraprofessionals or clerical people, which means that courses in children's library work must be designed also for these groups – to meet their needs and make them better prepared for the work.

One might think that the need for further training will decrease when the library service reaches a certain degree of development, and when training for children's services has been given a reasonable amount of time in the general library training. This is not the case. On the contrary, looking at the Nordic countries, the need seems to *increase:* the need for courses as it is expressed by Nordic practising children's librarians has never been greater and more demanding than now, the needs being more and more specialized.

It is important that the staff members at all levels and in all areas where the work also includes library service to children, have the opportunity to follow shorter or longer courses covering the various aspects of children's library work.

The courses mentioned here do not necessarily have to be provided by library schools and universities, at least not only by these institutions. It would be of great value if library associations and other bodies get involved in offering/organizing courses of this kind.

Field work/practice

Practical experience in library work is especially important when it comes to children's work, maybe more important here than in any other library field.

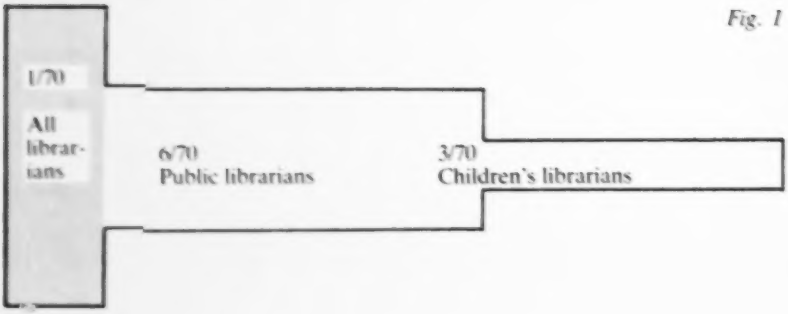
Where education and training in library science includes a shorter or

longer element of practice (field work), one should aim at giving all the students the opportunity to have parts of this practice in the children's area. This means that not only students who definitely want to become children's librarians, but all the students who will be working in a public library need this practice, the reason being that the student might later on be the only professional staff member in his/her library and thus have to serve all age groups.

The student in field work should meet all aspects of the children's library service in that particular region/area. This means that the time spent out in the field needs to be carefully planned.

It is important to create a close connection between the theoretical and the practical part of the training.

Fig. 1



CURRICULUM FOR ALL LIBRARIANS

Basic level

1/70 = 1 week out of 70 weeks
1 day out of 70 days
1 hour out of 70 hours
equival to 1,4% of the training in library science.

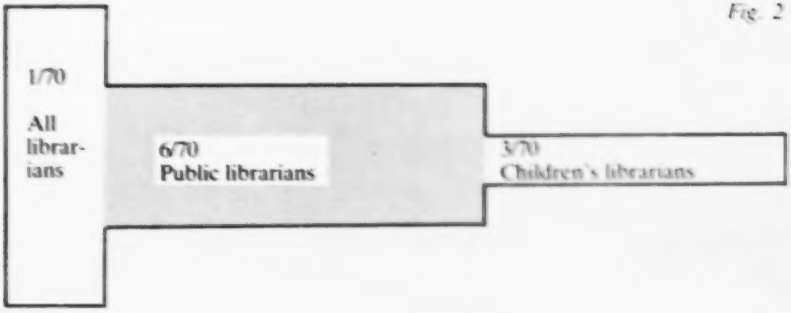
Curriculum. A proposal

Children's living conditions

Media situation. Oral tradition

Presentation of aspects involved in library service

Fig. 2



CURRICULUM FOR ALL PUBLIC LIBRARIANS

Medium level

6/70 = 8.6% of the training in library science
Level 1 + 2 = 10%

Curriculum. A proposal

Introduction to children's literature/materials for children

Book selection. Collection development

Bibliography. Reference work

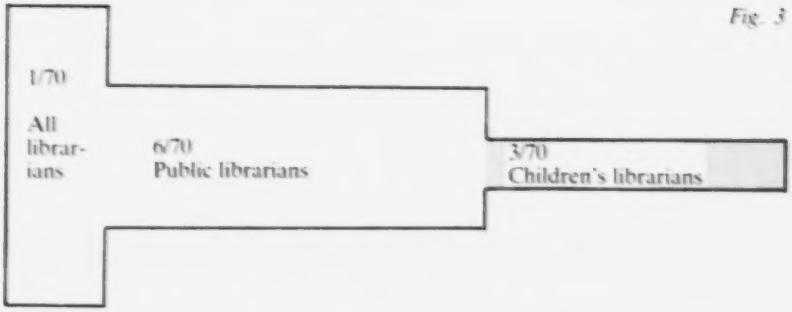
Goals and objectives

Planning

Extension activities. Programming

Cooperation with other organisations and institutions

Fig. 3



CURRICULUM FOR CHILDREN'S LIBRARY SPECIALISTS

Upper level

3/70 = 4,3% of the training in library science

Level 1 + 2 + 3 = 14,3%

Curriculum. A proposal

Children's literature
Book reviewing
Children's psychology
Handicapped. Reluctant reader. Cultural disadvantaged child
Facilities
Library management

SUPPLEMENT

Training of people giving library service to children. Outline to the contributors of this book.

I. INTRODUCTION / GENERAL BACKGROUND

A short description of the country

a. Population. Population density. Geography. Tradestructure
b. Number of children under 14 years of age
c. Basic education
d. Literacy / illiteracy situation in the country
e. The language(s) used in the country
f. Number of children's books (titles) published per year.

General background

Information about libraries in the country:

a. Library legislation (particularly with reference to library service for children and school libraries)
b. A few remarks as to how extensive public library service is, for ex. whether it covers both city and country districts, whether there are children's departments in all public libraries.
c. Age groups served by children's libraries
d. Recruiting of staff giving library service to children. – Are they trained librarians? Are they paraprofessional people, teachers, clerks, people with special training for children's work, etc.? Are salary and promotion possibilities just as favourable as for their colleagues in adult departments?
e. Centralised services. – Are there for instance consultants for children's library activities for larger or smaller sections of the country, centrally organized cataloguing service, centrally published booklists and catalogues, reviews at regular intervals of children's literature in library periodicals, etc.?
f. Other information. – Any research going on in children's literature and library and information science? Existence of national or international institutions for children's literature.

II. ORGANISATION OF TRAINING

Training of librarians in general

a. Who is in charge of organizing this training, i.e. state, university, independent library school, library association?
b. Duration of training period. Does it include both theory and practice?
c. Subjects covered.
d. Is "work with Children" a compulsory part of the curriculum along with other library subjects or is it a free choice subject?
e. Entrance requirement for librarianship training, i.e. ordinary schooling background, practical experience in library work.
f. Qualifications of instructors.
g. Examination: oral or written?
h. Possibilities for postgraduate studies.

Training of children's librarians

a. Details of how the training is organized: (Basic and advanced training) in accordance with the same points as under 1.
b. Quota (%) of the total basic training?

III. CURRICULUM FOR TRAINING OF CHILDREN'S LIBRARIANS

Examples of the topics:

a. Administration and planning of library service to children
b. Psychology and mental development of the child, the handicapped child, etc.
c. Educational methods and systems used in schools
d. Co-operation with other organisations, e.g. hospitals, schools, kindergartens, publishers, radio, television, the press
e. Practical work in the children's section including extension activities, i.e. story hours, book talks, clubs, etc.
f. Children's literature including a study of its history and development, book-selection criteria and book reviewing. Foreign literature
g. Audio-visual materials
h. Bibliography of children's literature, sources, etc.

Concerning the mentioned subjects, the following information would be useful:

a. Number of classroom hours devoted to each
b. A short but detailed description of the topics covered within each subject
c. How the teaching plan is organized, i.e., lectures, group sessions, written-oral assignments. The type of examination given. A few examples of examination questions would be useful here
d. Is it possible for the student to make a special paper within the topic children's library work / children's literature? Name some titles on such papers

IV. IN-SERVICE TRAINING

a. Who is the promotor? (Library school, library association, documentation center)
b. Are there courses for professionals?
c. Are there courses for paraprofessionals? – Which topics?

V. GENERAL OBSERVATIONS AND COMMENTS ON POSSIBLE DEVELOPMENTS

a. General comments (criticism) about the training of librarianship as described above.
b. Plans for revising the present training programme.
c. Any future developments in the library work with children which are both desirable as well as practicable, and the effect this will have on the current training programme.